

FEATURES OF USING GAME TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE

Polovina Larisa Vladimirovna

Lecturer at the Department of Russian Language and Literature,
Kokand State University, Uzbekistan

E-mail: lp_2107@bk.ru

Abstract

The article considers the game as one of the most fascinating methods in learning the Russian language. It is noted that the features of the game in high school age are the focus on self-affirmation in front of society, the desire for practical jokes, and the focus on speech activity. It is proved that games are aimed Atmore effective and entertaining learning of the Russian language, and the use of games in lessons facilitates the acquisition of knowledge, skills and abilities, contributes to their actualization, as a result of which language learning occurs in an entertaining way that promotes rapid mastery of speech in a non-native language.

Keywords: Pedagogy, psychology, Russian language, game, lesson, positive motivation, lexical games, phonetic games, spelling games, didactic games.

Introduction

"The main task of teaching Russian is to teach the use of the language system, i.e. it is necessary not only to study the language system, but also to teach students how to apply language material in practice. In this regard, the combination of classroom work with the impact of the language environment on students becomes particularly relevant. Therefore, the most important task of modern Russian language methodology can be considered a comprehensive study of the language environment, its impact on enriching students' vocabulary, developing their speech skills, as well as identifying opportunities to enhance students' speech activity in this environment. One of the means that helps the development of students' coherent speech, as well as the formation of skills and skills of systematic thinking, fostering benevolence, attention, sensitivity, responsiveness, patience, are game technologies" [9, p. 12].

A game is a special organized activity that requires mental effort and emotional tension, "a form of psychogenic behavior in which the surrounding world is realized, the freedom of the individual in the imagination" [11. p. 655]. It always occupies an important place in a person's life, as it is one of the conditions for the successful development of a personality and its abilities. Experts in the field of pedagogy believe that the game arose in the process of historical development from the needs of public practice. Many prominent scientists have researched the issues of the game. So D.B. Elkonin, N.P. Anikeeva, O.S. Anisimov, A.A. Derkach and others. We created classifications of educational games, divided the games into groups and subgroups. "In the modern theory and practice of teaching foreign languages, game forms belong to interactive educational technologies" [1, p. 165]. "The interactive orientation of learning presupposes such an organization of the educational process, which, through the interaction of the subjects of the learning process, ensures the highest possible degree of student activity in



speech activity in a foreign language, a high level of analytical and reflective skills, the predominance of internal motivation to learn, and the desire to develop their abilities" [6].

It should be noted that the ability to get involved in the game is not related to a person's age, but in middle school age, the game has its own characteristics. The main content in games is subordination to the rules of social behavior and relationships between people. With the transition of children from younger to middle age, the game is not being displaced, but continues to be included in the educational process. The child still develops imagination and the symbolic function of consciousness, which allow him to transfer the properties of some things to others, forms an orientation in his own feelings and develops skills of their cultural expression, which allows the child to engage in collective activities in communication.

As a result of the development of play activities in the school period, readiness for socially significant and socially appreciated learning activities is formed.

A.A. Derkach in his work "Pedagogical heuristics" writes: "Language games, helping to learn various aspects of language (phonetics, vocabulary, grammar, stylistics) are divided into phonetic, lexical, grammatical and stylistic, respectively" [3, p. 224]. Almost all students unwillingly memorize and memorize new words of the language they are learning. In this regard, our research is particularly interested in games that aim to help students acquire and expand vocabulary, illustrate and practice the use of words in communication situations, as well as activate students' speech-thinking activities and develop their speech reactions.

Today, teachers are discovering the unique possibilities of playing the role of an active participant in both the educational and educational process. Speaking about the role of a modern teacher in unlocking the creative potential of students, I would like to raise the issue of choosing and using the most optimal methodological techniques that would belong to the group of active learning methods. The use of game techniques and the use of didactic games in the classroom allows a modern teacher to implement a personality-oriented approach to teaching and take a step towards unlocking the creative potential of students.

As a teacher, through the use of game techniques, a student can be interested in revealing his hidden abilities. A creative approach to the pedagogical process includes, among other things, the use of game technologies, where a creative approach to solving optimal solutions to tasks is manifested. Using a didactic game, the teacher activates the student's mental processes: attention, thinking, perception; the teacher partially solves the problems of adolescence, namely, relieves psychological difficulties: shyness, fear of making mistakes, being funny, having limited communication skills; the teacher uses a technique to stimulate the student's emotional reaction during the study of any educational field: the desire to argue, compete in knowledge and skills, the development of interest in transformation and improvisation; The teacher does a lot of educational work: conditions are created for bringing together peers and gaining interest and respect for each other.

The psychological content of play as a natural behavior of children was revealed by L. S. Vygotsky, who argued that "from the point of view of development, play is not the predominant form of activity, but it is in a certain sense the leading line of development in preschool age" [2, p. 62]. When teaching adults a foreign language, the game should become a work activity, i.e. educational.

The individual's need for self-expression, self-regulation, self-affirmation, self-determination,



self-analysis, and self-esteem determines the essence of the psychological mechanisms of gaming activity that regulate emotional processes by changing the functional state of the brain. Arising from the need to implement entertainment in learning, the game in the classroom attracted the attention of teachers, psychologists and methodologists. By now, it occupies a strong place in the educational process. Many educational games have been developed. Attention is also paid to them in the teaching methodology of the Russian language.

In psychological and pedagogical science and practice, requirements have been developed for the organization of games in foreign language lessons, which are fundamental in the teacher's activity: the game should not be a model for mechanical imitation, it is a model of creativity; the teacher presents an original sample of foreign speech, which should encourage children to be original, independent; the game does not use a rating system, a mistake in a speech action should lead to a loss in the game.; The formulation of the game situation, the rules of the game, and the story of what happens as a result should be given in the native language; the game should arouse emotional interest and a desire to get involved in it as soon as possible [7].

Playing in the classroom is an exciting activity. The atmosphere of joy and enthusiasm, the sense of the feasibility of tasks contribute to the development of children's speech, help to overcome shyness, which prevents them from using foreign words in speech. In the game, students learn to think independently, cooperate, find mutual understanding with classmates, develop thinking, plan, and ensure the results of the game. The game method provides students with the opportunity to learn from their classmates, show their strengths, and promote the development of the student's inner potential, independence, willingness to work in a team, and willingness to take responsibility for decision-making.

Russian language lessons, the use of gaming technologies helps to remove some of the difficulties associated with memorizing the material, studying and consolidating the material at the level of emotional awareness, which naturally contributes to the development of cognitive interest in the Russian language as an academic subject. It is also important that playing in Russian lessons helps to replenish students' vocabulary and broaden their horizons. It carries a huge emotional charge, solves not only general educational and developmental tasks, but also fosters the qualities of a creative personality: initiative, perseverance, benevolence, purposefulness, the ability to find a solution in a difficult situation.

Game technologies are built as a holistic education, covering a certain part of the educational process and united by a common content, plot, and character. They occupy an important place in the educational process, as they not only contribute to the education of cognitive interests and the activation of creative activity of students, but also perform a number of other functions. Gaming technology can be compared with other teaching methods and tools. But it has more than just educational value: the game can become a means of forming cognitive interests of students, it can activate creative abilities.

"When preparing for a game, students are often involved in a variety of additional cognitive activities. Games are used to solve complex problems of assimilation of new material, consolidation of what has been learned, development of creative abilities, formation of general academic skills" [5, p. 120].

For example, lexical games are one of the ways to semanticize words. The game "Explain the word" has several variations: explaining words by describing meanings, using synonyms,



antonyms, associations, using grammar and word formation, etc. Explanation of words using synonyms. This method is time-saving and this is an advantage. The disadvantage of this means of word semantics is that there are few "complete synonyms" in the language. For example, the task of choosing a synonym for the word elevator will cause students some difficulty. It often happens that synonyms for a word exist in spoken Russian, but students, being at the initial stage of learning the language, most often do not know them. It may be that synonyms for the word exist in spoken Russian, but students, being at the initial stage of learning the language, most often do not know them.

Games often use various objects, toys, drawings, cards, tables, posters, models, maps, prepared scenarios, dialogues, memorized verses, proverbs, sayings and other materials. It is interesting for students to work on the preparation of these didactic tools. They turn to various sources: works of fiction, dictionaries, reference books, descriptions, historical and popular science literature, etc. It fosters interest in the subject.

Phonetic games are of great importance, the purpose of which is to train students in pronouncing Russian sounds. For example, students can be offered the game "Who's bigger". The goal of the game is to memorize the correct pronunciation of the sound being studied. The teacher suggests one or another sound, for example, the sound [P]. Students should name words with this sound: fish, rose, novel, repair, size, hand, height, frame, etc. The winner is the one who said the last word. A variant of the game may be inventing words and writing them down in a notebook or on a blackboard. The winner is the one who came up with the most words, wrote them down correctly and pronounced them" [8, p. 496].

The game develops organization, endurance, the ability to plan a series of sequential actions, the ability to stop their desires, obey the team, the rules of the game. It fosters the ability to overcome difficulties, trains the child's will.

The game develops a sense of camaraderie, friendship, because if necessary, the player must give in, help a friend. The structure of the game as an activity organically includes goal setting, planning, goal realization, as well as the analysis of results in which a person fully realizes himself as a subject. Playing as part of a team, each student is responsible for the entire team, everyone is interested in the best result of their team, everyone strives to complete the task as quickly and successfully as possible. Thus, the competition helps to strengthen the working capacity of all students.

The game relieves tension, but increases the sense of responsibility towards classmates. The structure of the game as a process includes: the roles that the players assume; game actions as a means of realizing these roles; the plot, that is, the area of reality that is conventionally reproduced in the game.

It should be noted that gaming technologies are used mainly in the middle classes. During this period, the importance of the game is very high, it is impossible to exhaust and overestimate it. The phenomenon is that, being entertainment, the game can turn into learning, into creativity, into therapy, into a model of human relations and their manifestations in work.

"During games, all thought processes develop and improve: analysis, comparison, classification, generalization, etc. The desire to find an answer to the question posed in the game, the desire to be the first to solve the problem, cause mental and speech activity of students" [4. p. 60].

Thus, the game affects the mechanisms of all cognitive processes such as attention, memory,



thinking, imagination. The words that the student could not guess in the game will be learned in the next lesson. Students have a desire for knowledge. The game allows you to make the most of your study time. It facilitates the acquisition of knowledge, skills and abilities, contributes to their actualization, as a result of which language learning takes place in an entertaining way that promotes rapid mastery of speech in the language being studied.

REFERENCES

1. Азимов Э. Г., Щукин А. Н. Новый словарь методических терминов и понятий (теория и практика обучения языкам). - М.: Изд-во ИКАР, 2009.
2. Выготский Л. С. Игра и её роль в психическом развитии ребёнка // Вопросы психологии. - 1966. - № 6. - С. 62-76.
3. Деркач А.А. Педагогическая эвристика: Искусство овладения иностранным языком - М.: Педагогика, 1991.
4. Касаткин Л. Л. «Русский язык». — М.: «Речь», 2014.
5. Карпова Е. В. Дидактические игры в средней школе: Пособие для родителей и педагогов. 2001.
6. Курышева И. В. Интерактивные методы обучения как фактор самореализации старшеклассников в учебной деятельности при изучении естественнонаучных дисциплин: дис. канд. пед. наук. - Нижний Новгород, 2010.
7. Леонова Ю.П. Применение игровых технологий на уроках английского языка с целью повышения учебной мотивации, самореализации и самоопределения учащихся на начальном этапе обучения — Образовательная социальная сеть Nsportal.ru —URL: clk.ru/3LxCxm.
8. Половина, Л. (2023). Изучение русского языка как иностранного при помощи игр. Традиции и инновации в исследовании и преподавании языков, 1(1), 493-497.
9. Половина, Л. (2024). ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТА В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ. Наука и инновация, 2(19), 11-14.
10. Половина, Л. В. (2019). Развитие методики обучения русскому языку у студентов педагогических вузов. Актуальные научные исследования в современном мире, (3-5), 74-76.
11. Эльконин Д. Б. Психология игры. М. 1979.
12. Vladimirovna, P. L. (2023). FEATURES OF CARRYING OUT DICTIONARY WORK ON A WORK OF FICTION. Gospodarka i Innowacje., 41, 152-156.
13. Кахарова, Н. (2019). Актуальность использования интерактивных и дидактических методов на занятиях по русскому языку в общеобразовательных учреждениях. in Library, 19(2), 4-8.
14. Кахарова, Н. (2020). Педагогико-психологические факторы развития интеллектуального потенциала молодежи. in Library, 20(2), 3-6.
15. Кахарова, Н. Н. (2023). Дидактический материал как средство повышения познавательной деятельности учащихся на уроках русского языка. In Фундаментальные и прикладные научные исследования: актуальные вопросы, достижения и инновации (pp. 170-172).

