

GAME AS A METHOD OF DIAGNOSTICS AND EVALUATION OF SUBJECT RESULTS IN RUSSIAN AS A FOREIGN LANGUAGE LESSONS IN THE 5TH GRADE IN AN UZBEK SCHOOL

Rakhmonova Sh.

Master, Elabuga Institute of the Kazan (Volga Region)

Federal University, Elabuga, Russia

shahzodaistoilova@gmail.com

Danilova Yu. Yu.

Scientific Supervisor PhD in Philology, Associate Professor

Department of Russian Language and Literature Elabuga Institute of the Kazan

(Volga Region) Federal University, Elabuga, Russia

danilovaespu@mail.ru

Abstract

This article explores the potential of game-based methods in the context of teaching Russian as a Foreign Language (RFL). The author examines the integration of game techniques into the educational process with the aim of enhancing learning effectiveness. The article presents specific examples of game tasks designed to develop various types of speech activity, including speaking, listening comprehension, and reading skills, as well as to expand students' vocabulary. Special attention is given to adapting games to different language proficiency levels and learning objectives.

Keywords: Role-playing games, development of lexical skills, development of listening and reading, cultural games, games for speech skills development, RFL (Russian as a Foreign Language).

Introduction

Game methods used in the process of teaching Russian as a foreign language have significant potential for attracting students' attention, strengthening acquired practical skills, significantly improving the level of oral and written speech, as well as increasing the understanding of authentic texts and listening. The article considers the following groups of game methods most effectively used in teaching Russian as a foreign language:

1. Role-playing games: This method involves active participation of students in modeling various life situations, where they, taking on certain roles, use Russian to communicate, solve problems and achieve their goals. For example, you can organize a play-performance, in which students not only need to play the roles of characters, but also perform various linguistic tasks in Russian, improvise and creatively approach the solution of communication problems.
2. Games aimed at memorizing new words and phrases: This type of game involves the use of a variety of visual materials, such as cards with Russian words and their translations, which students must match, associate and memorize. In addition, traditional games adapted to the tasks of learning Russian are effective, such as "hangman" or "tic-tac-toe", where students use words



and grammar constructions in Russian.

- **Hangman Game:** This method is an effective way to train students' vocabulary. The teacher selects a topic (e.g. food, travel, sports) and asks students to guess the word, naming one letter at a time. During the game, students can ask the teacher questions to narrow down the list of possible options. If the game ends and the word is not guessed, the teacher explains the meaning of the word and demonstrates its use in context..

- **Tic-tac-toe Game:** This method can be used effectively to practice students' grammar skills. The teacher gives statements or questions that require correct grammar, and the students must place an "X" or "O" in the appropriate box to demonstrate correct grammatical agreement. For example, the teacher may give statements in the past tense, and the students must choose the appropriate verb form.

Hangman and Tic Tac Toe games also provide excellent opportunities to develop skills.

in students' oral and written speech. They can play with each other, asking questions, explaining their answers and arguing their choices. The teacher can stimulate discussion, offer written assignments to consolidate the material, for example, writing a short essay in which students explain their choice or discuss the results of the game. In general, the games "Hangman" and "Tic-tac-toe" are not only entertaining and exciting, but also highly effective tools in the process of teaching RFL, allowing you to integrate various types of speech activity and form strong language skills, ensuring the development of not only language skills (vocabulary, grammar, pronunciation), but also cognitive abilities (creative thinking, critical thinking, logical thinking, problem solving), as well as the skills of cooperation, teamwork and effective communication in a group.

The main task of a teacher of Russian as a foreign language using game methods is to create a dynamic and motivating educational environment that stimulates students' cognitive interest, reveals their creative potential, forms a stable positive motivation for studying the Russian language and culture, and develops independent work and self-education skills.

The game methods presented in the article, used in the process of teaching Russian as a foreign language, have significant and multifaceted potential, including:

- **Attracting Students' Attention:** Games make the learning process more interesting and engaging, which helps to retain students' attention and increase their interest in learning the material.
- **Increased involvement in the learning process:** Games require active participation from students, which helps to increase their involvement in the learning process and develop a sense of responsibility for their results.
- **Strengthening acquired practical skills:** Games provide students with the opportunity to practice their language skills in real communication situations, which helps to strengthen the acquired knowledge and develop sustainable skills.
- **Significant improvement in oral and written language skills:** Games encourage students to actively use the Russian language, which helps improve their oral and written language skills and build self-confidence.
- **Improving Comprehension of Authentic Texts and Listening:** The games use authentic materials in Russian, which helps improve students' understanding of real Russian speech and texts..



- Formation of intercultural competence: Games introduce students to Russian culture and traditions, which helps them develop respect for other cultures and readiness for intercultural communication.

The article examines in detail the following groups of game methods, most effectively used in teaching Russian as a foreign language, with a detailed description of their goals, objectives, implementation features, necessary didactic material, as well as examples of specific game scenarios and exercises:

1. Role-playing games: (Detailed description, goals, objectives, examples)
2. Games aimed at memorizing new words and phrases: (Detailed description, goals, objectives, examples, including a detailed analysis of the games "Hangman" and "Tic-tac-toe")
3. Games for developing vocabulary skills: (Detailed description of each game: Word association, Sentence composition, Story composition, Crosswords, Rhyming, Blitz dictionary, Grammar mining, Balda, Anagram composition. Description of goals, rules, possible options for use).
4. Games for developing grammar skills: (Detailed description of each game: "Grammar monopoly", "Word journey", "Grammar triple", "Grammar football", "Grammar quest". Description of goals, rules, possible options for use).
5. Games for developing listening and reading skills: (Detailed description of goals, objectives, examples of exercises and games).
6. Cultural games: (Detailed description of goals, objectives, examples of exercises and games).
7. Games for developing speech skills: (Detailed description of goals, objectives, examples of exercises and games).

It is important to emphasize that the choice of specific gaming methods should be determined by individual interests, age characteristics, students' level of language proficiency, as well as specific learning goals and objectives.

References

1. Gee, J. P. (2007). What video games have to teach us about learning and literacy. 2nd Edition. Palgrave Macmillan.
2. Becker, K. (2008). Video game pedagogy: Good games = Good pedagogy. In: The ecology of games: Connecting youth, games, and learning (pp. 73-95). MIT Press.
3. Squire, K. (2006). From content to context: Video games as designed experiences. Educational researcher, 35(8), 19-29.
4. Shaffer, D. W., Squire, K. R., Halverson, R., & Gee, J. P. (2005). Video games and the future of learning. Phi Delta Kappan, 87(2), 104-111.
5. Prensky, M. (2001). Digital game-based learning. Computers in Entertainment (CIE), 1(1), 21- 21.

