



The Usage of Game Technologies in Studying the Russian Language in Non-Linguistic Higher Educational University

Khafizova Mashhura Aminovna

Doctor of Philosophy (PhD), Senior Lecturer - Samarkand State Architecture and Construction University

Annotation: The article is devoted to the use of gaming methods and techniques in the process of teaching the Russian language in a non-linguistic university. The author considers the main aspects of games, the structure of the game as an activity, various modifications of business games, the distinctive features of didactic games, the possibility of using gaming technologies in the Russian language classes to increase the motivation of students to learn. The practical significance of the article lies in the possibility of further application of the main provisions and conclusions both in psychological and pedagogical activity, and in the educational process.

Keywords: Game activity, organizational and educational games, motivational opportunities, game technology functions, pedagogical game, business games.

INTRODUCTION

Currently, educational institutions are constantly in search of new directions and reserves for improving the educational process, high-quality training of teaching staff, establishing long-term and productive ties with educational institutions of the republic. Today they are the center of educational activities that form the basis of advanced thinking, a modern approach to solving problems in the socio-economic sphere.

We all know that Uzbekistan has rich natural resources, powerful economic and human potential. But still, our greatest wealth is the huge intellectual and spiritual potential of our people”¹.

Currently, teaching Russian as a foreign language is actively developing as a relevant and promising direction. Mastering the basics of the Russian language is a prerequisite for performing educational and professional activities while studying at a non-linguistic university. An urgent problem is to increase the motivation of students to study the Russian language, in particular in a non-linguistic university, to search for methods, techniques and technologies to increase the efficiency of the educational process, as well as to support active verbal communication during classroom lessons. The solution to this problem requires the use of new pedagogical and game technologies.

One of the ways to intensify the educational activities of students of non-linguistic universities, to increase their level of motivation to study the Russian language as a foreign language and to master the skills of professional-oriented foreign language communication, is gaming technology.

“The game in the hands of a good organizer, according to K.D Ushinsky, turns into an effective tool for both training and education, requiring great mental stress from students and at the same time bringing them great pleasure and satisfaction.” The phenomenon of the game consists in that, being

¹ Mirziyev Sh.M. We will all together build a free, democratic and prosperous state of Uzbekistan. - Tashkent: Uzbekiston, 2016. - p. 39.



entertainment, relaxation, it can develop into training, education, creativity, into a model such as human relations and manifestations in work.

Many outstanding teachers rightly paid attention to the effectiveness of the use of games in the learning process. The largest connoisseur of this problem, DB Elkonin, endows the game with three important functions for a person: a means of developing a motivational-demanding sphere, a means of developing mental actions, and a means of developing motivational behavior.²

The game has the following characteristics: “is a type of human activity that can recreate other types of human activity”; “A kind of unproductive activity, the motive of which is not the result, but the process itself”; “An independent social structure, implying a competition between two or more opposing sides, as well as limited by procedures and rules in order to achieve victory for one of the parties”; “A formally organized system of rivalry between its participants. From an educational point of view, play is a way of group dialogical exploration of the possibilities of reality in the context of personal interests”.³

In modern conditions, the use of gaming technologies in increasing motivation in the process of teaching students of non-language universities is very relevant. The problem of the development of educational motivation among students is the subject of research by teachers, scientists for many years. For a modern university, this problem currently remains relevant, every year against the backdrop of aggravation of social problems in the countryside, self-removal of parents from raising students to educational activities: lack of desire to study or positive, but meaningless motivation at the level of experience. Despite the great work being done in educational institutions to form students' motivation, teachers anxiously pay attention to the “motivational vacuum”, especially at the turn of the primary and secondary level.

Any activity, including educational, consists of three parts: tentatively motivational; operative; reflective and evaluative.

The absence of the first part turns activity into a chaotic accumulation of individual actions without a clear goal, when a person does not see the personal sense in the actions performed, does not perceive them as significant, important, necessary for himself. The absence of the third part also leads to the loss of the goal of activity, since at the same time, the ability to assess their phased progress towards the desired result, the possibility of achieving it, the prospects and consequences of their behavior in the future is formed. Therefore, educational activities must necessarily contain all three of these components and the most important task of education is to teach students to build their activities as complete, reasonable, in which all parts are balanced, sufficiently developed, conscious and fully implemented. Therefore, among the main tasks currently facing the university and each teacher, there is no other, more important and at the same time more complicated, than the task of developing students with positive sustainable motivation, which would encourage them to persistent, systematic educational work. Without such motivation, the student's activity in the educational process will be ineffective.

2. MATERIALS AND METHODS

A.S. Makarenko and other teachers argue that it is necessary to widely use the game in the educational process, since it makes it possible to clothe world knowledge in forms that are not similar to conventional training: here there is fantasy, an independent search for an answer, and a new look at the already known facts and phenomena, the replenishment and expansion of knowledge, the establishment of connections, the similarities and differences between individual

² Elkonin D. B. The psychology of the game. - M., 1991 - from 25.21

³ Kavtaradze D.N. Education and play - M.: Education, 2009. - p. 5.



events. With age, according to many psychologists, the need for a game does not disappear, only its character changes and the time it takes decreases.

E.A. Pokrovsky believes that games are the elementary life of the class. He argues that the value of play is a factor in fostering initiative, self-activity, mental and physical qualities of a future person capable of further self-improvement, who will eventually become a worthy citizen of his Motherland.⁴

Game technologies, which are an integral part of pedagogical technologies, are based on the revitalization and intensification of students' activities. This type of technology involves the interaction of a teacher and students, realized through a certain plot, which can be a game, fairy tale, performance, business communication, and contains a group of methods for organizing the educational process in the form of various pedagogical games. Play as a type of pedagogical technology has important features: a clearly defined learning goal and pedagogical results corresponding to it.

GK Selevko points out that in a modern school play activity can be used as an independent technology for mastering a concept, topic, or even a section of a subject; as part of a broader technology; as a lesson or part of it; as a technology of extracurricular activities.⁵

Games used in the educational process serve to enhance the student's activity, develop his cognitive activity, observation, attention, memory, and thinking, help maintain interest in the studied, develop creative and imaginative thinking, and relieve fatigue in children. The games used in Russian lessons are varied. The most common games are developed in accordance with the sections of the Russian language. An analysis of educational and methodological complexes in the context of teaching vocabulary in Russian lessons shows that stable and alternative textbooks are aimed at expanding the vocabulary of students, familiarity with the word as a necessary element that contributes to the formation of functional literacy. Among the shortcomings identified in teaching vocabulary, it is necessary to note the unsystematic principle of word selection, leading to difficulties in systematizing the lexical units of the dictionary; lack of clarity in defining the principles of teaching vocabulary; inconsistency of a word with extra-linguistic activity; lack of ways to differentiate words. All this allows us to say that the educational and methodological complexes existing today do not provide an opportunity to form the level of mastering practical skills that is necessary in the modern concept of education, which provides for an activity approach.

The use of games in the Russian language lesson allows you to revitalize the learning process, make it entertaining and creative. Aimed at the psychology of the age-related and individual development of students, game technologies make the learning process exciting and interesting, and memorizing, repeating or consolidating information more emotional.

The game, as a method of teaching, transferring the experience of older generations to younger people, has been used since antiquity. The game finds wide application in folk pedagogy, preschool and after-school institutions. In a university that relies on the activation and intensification of the educational process, game activity is used in the following cases:

- ✓ As an independent technology for the development of the concept, theme and even section of the subject;
- ✓ as an element (sometimes very significant) of a more extensive technology;
- ✓ as a lesson (lesson) or part thereof (introduction, explanation, consolidation, exercise, control);

⁴ E.A. Pokrovsky Observe and explore for yourself.M .; Enlightenment, 1966, 143p

⁵ Selevko G.K. Modern educational technologies - M .; 1998, p. 91..



✓ as the technology of extracurricular work.

The concept of “game pedagogical technologies” includes a fairly extensive group of methods and techniques for organizing the educational process in the form of various pedagogical games.⁶

Unlike games, in general, the pedagogical game has a clearly defined goal of learning and the corresponding pedagogical result.

Advantages of gaming technology:

- ✓ the degree of student involvement in educational and creative activities is increasing;
- ✓ students can show their abilities and activity;
- ✓ conditions are created to stimulate the intellectual potential of the student;
- ✓ broadens the horizons, consolidates knowledge, arouses interest in various fields of science, technology, art, develops inventiveness, ingenuity;
- ✓ Many students have increased self-esteem, self-confidence;
- ✓ students acquire the ability to defend their point of view;
- ✓ developing the ability to tolerate communication, a sense of camaraderie and mutual assistance.

The features of the game at a student age are a focus on self-affirmation before society, a humorous coloring, a desire for a prank, an orientation on speech activity. Therefore, at this age, students are interested in business games.

The business game is used to solve the complex tasks of assimilating material and securing it, developing creative abilities, forming general educational skills, and enables students to understand and study educational material from various perspectives. In the educational process, various modifications of business games are applied; imitation, operational, role-playing games business theater.⁷

Simulation games. In the classroom, the activity of any organization, enterprise, or its unit is imitated, for example, a council of mentors, a department, a workshop, a site, etc. Events, specific activities of people (business meeting, discussion of a plan, conducting a conversation, office of the shop manager, meeting room, etc.) can be imitated.

Operational games. They help to fulfill the execution of specific specific operations, for example, methods of writing an essay, conducting propaganda and agitation. In operational games, the corresponding workflow is modeled. Games of this type are held in conditions that mimic reality.

The performance of roles. In these games, tactics of behavior, actions of performing the functions and duties of a particular person are worked out. To conduct games with the execution of a role, a model-play of the situation is developed, roles with "mandatory content" are distributed between students.

"Business Theater". It plays out some kind of situation, human behavior in this environment. Here, the student must mobilize all his experience, knowledge, skills, be able to get used to the image of a certain person, understand his actions, evaluate the situation and find the right line of behavior. The

⁶ Akhmedova L.T., Lagay E.A. Modern technologies of teaching the Russian language and literature. - T.: “Fanvatekhnologiya”. 2016. -- 85 p.

⁷ Kulnevich S.V. Not an ordinary lesson: A practical guide for teachers and class teachers, students of secondary and higher pedagogical educational institutions, students of the IPK. / C.V. Kulnevich, N.S. Serdyukova, Rostov-on-Don: Publisher: Uchitel, 2001. - 176p.



main objective of the staging method is to teach the student to navigate in various circumstances, give an objective assessment of his behavior, take into account the capabilities of other people, establish contacts with them, influence their interests, needs and activities, without resorting to formal attributes of power, order⁸.

3. LITERATURE REVIEW. Particular attention should be paid to the features of the use of gaming technologies in the classes of the Russian language to increase the motivation for learning with middle and older students.

In adolescence, there is an exacerbation of the need to create their own world, the desire for adulthood, stormy imagination, imagination, the emergence of spontaneous group games.

A number of psychologists and teachers, linguists have devoted scientific work to study and research the theory and methodology of teaching Russian as a foreign language, in particular to students of non-linguistic educational institutions, to explore ways and ways to increase students' motivation when teaching them Russian as a foreign language. and another second language, to improve the efficiency of teaching a foreign language in a non-linguistic university: G.H. Bakieva, B.H. Karaeva, E.N. Korshunova, I.A. Kraeva, D.M. Teshabaeva, G.M. Frolova, Z.M. Shumahova, A.E. Toktanyazova, E.V. Dvodnenko, N. I. Petryaeva, A.S. Kojevnikov, L. Shipelevich, N.G. Ksenofontova, N.V. Kuzmina, E.N. Platonova, G.M. Kuchinski, M.A. Kudashova, M.I. Mahmutov, A.K. Markova, R.G. Rogova, E.V. Samojlova, O.V. Nazarova, M.M. Stepanova, L.A. Meteleva, H.N. Galimova, G.A. Hohlova, S.V. Piskunova, R.V. Repina, M.A. Adamko, A.A. Potebnya and others.

The goal of studying Russian as a foreign language is not its language system, but communication in the language being studied. Game technologies help solve these problems.

In pedagogy and psychology, the problem of gaming activity was developed by K.D.Ushinsky, L.P. Blonsky, S.L. Rubenstein, L.S. Vygotsky, A.N. Leontyev, D. B. Elkonin. A. Ya. Gerd, E. M. Dementyev, P. F. Legaft, A. Skotak and others were involved in the training and others. N. P. Bulatov, V. V. Gorinevsky, V. G. Marz were the organizers of the methodological work on the game. E.M. Minsky and others.

During the game, the teacher must create an atmosphere of trust, self-confidence of the students and the attainability of the goals. The key to this is the friendliness, tact of the teacher, encouragement, approval of the actions of students. A feature of the game is its collective nature. Therefore, relations with each other should be built on the basis of cooperation. The task of the teacher is to cultivate the collaborative principle in students. He must be attentive, observe and see each student, avoiding conflict situations. Despite the general recognition of the positive impact of games on the development of cognitive activity and increased student learning motivation, they have not yet found a sufficiently deep and thorough solution in the methods of teaching subjects. At present, in the philosophical, psychological, pedagogical and methodological literature there is no unambiguous classification of games. Speaking of classification, it should be noted that attempts to classify games were made as far back as the last century by both foreign and Russian researchers who dealt with the problem of gaming technology. M.P Anikeeva offers the following classification of games:- dramatization games based on the performance of a plot whose script is not a rigid canon;

⁸ Ptashkina, V.N. Game technologies in Russian language lessons. Grades 5-9: word games, lesson development / V.N. Ptashkina, K.E. Vinogradova, T.M. Ambusheva, O.V. Churzina, V.P. Baskakova, O.A. Makarova, L.I. Tareeva, E.N. Popova. - Volgograd: Teacher, 2008. -- 238 p.



- improvisation games, where the actors know the main plot of the core of the game, the nature of their role, and the game itself develops in the form of improvisation;
- games where a specific task of a cognitive nature is performed;
- business games in which situations are played out, built on the identification of functional relationships and relationships between different levels of management and organization.⁹

O.S. Gazman classifies the following types of games by classification:

- outdoor games, requiring active active motor actions aimed at achieving the conditional goal stipulated in the rules. The main features of the outdoor games of schoolchildren are their competitive, creative, collective nature;
- role-playing games that reflect the essence of relations in society;
- computer games that clearly demonstrate role-playing methods for solving game problems; didactic games, differing in the educational content, cognitive activity of children, game actions and rules, organization and relationships of children, in the role of a teacher¹⁰

The preparation and conduct of the didactic game includes four main stages;

- 1) The idea is the most crucial stage of the game. First of all, it is necessary to determine the topic and type of lesson, choose the class, form and type of game, determine the time frame of the lesson. The game is suitable for any type of lesson.
- 2) The organization of a didactic game includes writing a game scenario, distributing responsibilities between a teacher and students, selecting exercises, questions, tasks with solutions, as well as props, developing criteria for evaluating students' activities. To this organization of the game, you can involve senior students, other teachers.

Selected creative tasks and tasks should be entertaining, develop logical and figurative thinking, ingenuity, quick wit. Evaluation criteria can be different for different types of work, both the teacher and the students themselves can rate (in group work, after analyzing the activities of each groupmember) If this didactic game is conducted as a quiz, then grades are given to all students.

- 3) Holding the game.
- 4) The most important role in gaming technologies belongs to the final retrospective discussion, in which students, together with the teacher, analyze the course and results of the game, the relationship between the game model and reality, as well as the course of educational and game interaction. Of course, gaming technology is not a universal form of work, without other techniques and methods and without proper teacher training, they will not bring the desired effect. However, gaming techniques adequately used in combination with traditional ones can and should eliminate or at least reduce difficulties in mastering Russian as a foreign language.

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⁹ M.P Anikeeva M.P. Parenting a game. - M .; 1991.

¹⁰ Gazman O.S. Problems forming the personality of the student in the game // Pedagogy and Psychology of the Game - Novosibirsk, 1985.



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