

Gaming Technologies in Teaching the Russian Language

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Abstract: this article discusses game technologies in teaching the Russian language. At the present stage, the main task of the educational process is to create conditions for achieving a new quality of education in accordance with the future needs of modern life, ensuring accessibility of education for all students.

Keywords: game, Russian language, didactic game, educational activities, teaching methods.

The profound changes taking place in modern education put forward as a priority the problem of using new technologies of training and education. The teacher has the opportunity to choose teaching methods and technologies that, in his opinion, are most optimal for constructing and constructing a specific lesson. Game technologies in education and training are perhaps the most ancient.

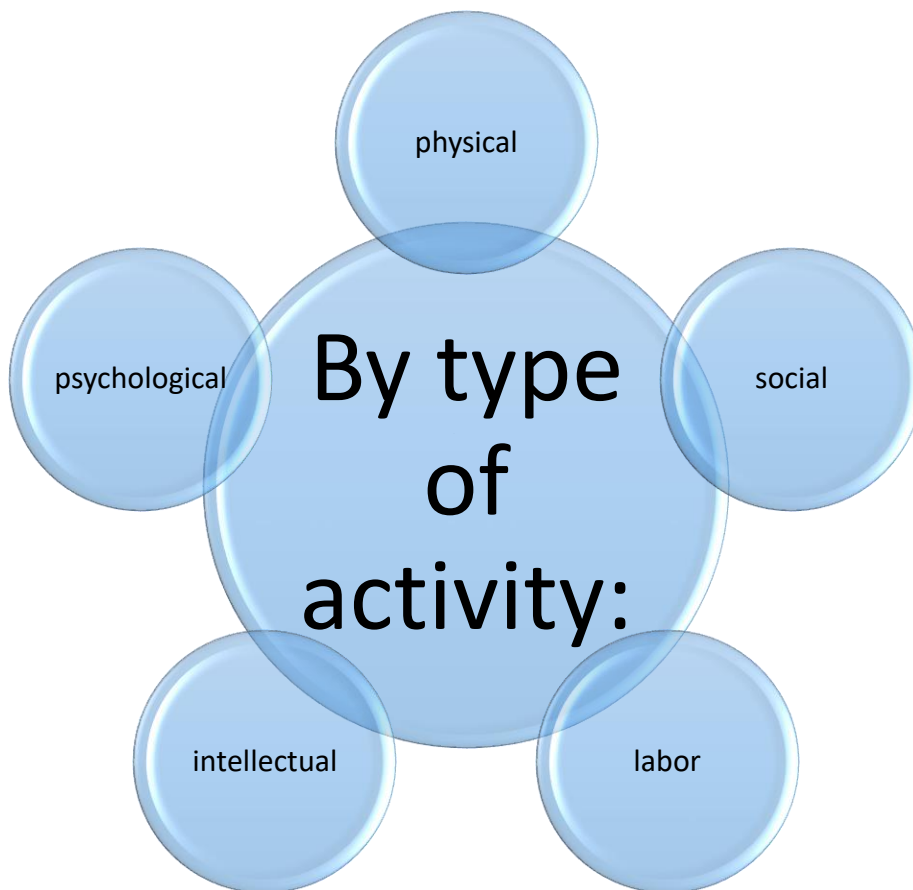
Psychologists say that personality goes through certain stages in its development. Learning activities are preceded by play activities. By depriving students of play activities, we, teachers, are depriving them of the most organic way of cognition. The game reveals to the child unfamiliar facets of the science being studied, helps to take a fresh look at the usual lesson, helps students develop interest in the subject, which means the learning process becomes more effective.

It is difficult for students to get used to several subject teachers instead of one teacher, and to new forms of work. The task of any teacher, including a language teacher, is to try to help them and smooth the transition from school to higher education. By playing, a trusting relationship with the class is established, thereby raising the authority of the teacher, who is able to understand his students, laugh and joke with them. In addition, collective play gives each student the opportunity to interact with others in the group or class. The guys get to know each other from a new side, show initiative, perseverance, determination, look for a solution in an unusual situation, thereby revealing their creative potential.

Also, the use of gaming technologies in Russian language lessons helps, to one degree or another, to remove a number of difficulties associated with memorizing material, to study and consolidate the material at the level of emotional awareness, which undoubtedly contributes to the development of cognitive interest in the Russian language as an academic subject. It is also important that playing in Russian language lessons helps enrich students' vocabulary and broadens their horizons. Unlike games in general, a pedagogical game has an essential feature - a clearly defined learning goal and a corresponding pedagogical result, which can be justified, identified explicitly and characterized by an educational and cognitive orientation.

The didactic goal is set for students in the form of a game task; educational activities are subject to the rules of the game; educational material is used as its means, an element of competition is introduced into educational activities, which transforms the didactic task into a game one;

successful completion of a didactic task is associated with the game result. Pedagogical games have the following classification.



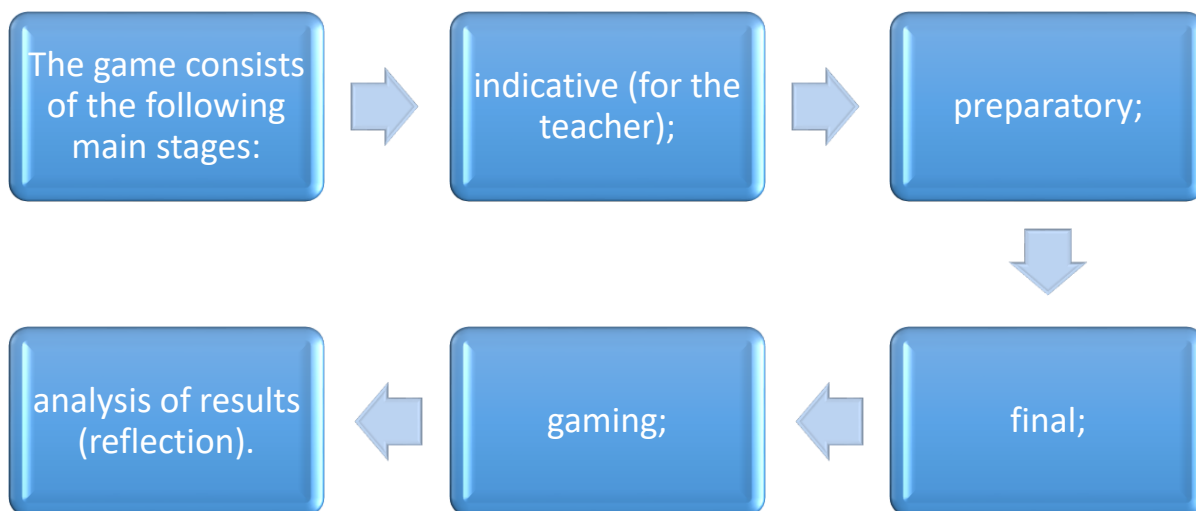
By the nature of the pedagogical process:

Group 1 - teaching, training, controlling and generalizing;

Group 2 - cognitive, educational, developmental;

Group 3 - reproductive, productive, creative;

Group 4 - communicative, diagnostic, career guidance, etc. By the nature of the gaming methodology: object-based, role-playing, simulation, etc. By the gaming environment: with objects, without objects, computer, etc.



The following requirements for the selection of games are presented:

- games must comply with certain educational objectives, program requirements for knowledge, abilities, skills, and standard requirements;
- games must correspond to the material being studied and be built taking into account the preparedness of students and their psychological characteristics;
- games should be based on specific didactic material and methods of its application.



In our teaching practice, we use various gaming technologies, depending on the age characteristics of children and the goals of a particular lesson.

A didactic game is a collective, purposeful educational activity when each participant and the team as a whole are united in solving the main problem. The following types of didactic games are distinguished.

Exercise games. They improve students' cognitive abilities, help consolidate educational material, and develop the ability to apply it in new conditions. Examples of exercise games: crosswords, puzzles, quizzes.

Travel games. These games promote comprehension and consolidation of educational material. The activity of students in these games can be expressed in the form of stories, discussions, creative tasks, and the expression of hypotheses. Students write diaries, write letters from the field, and collect a variety of educational material. A distinctive feature of these games is the activity of the imagination, which creates the originality of this form of activity.

Competition games. Such games include all types of educational games. Students compete in teams. A didactic game is a game designed for learning, and in a test lesson it is used to clarify, consolidate and systematize acquired knowledge, as well as to test the maturity of students' skills and abilities. The introduction of a game plot allows you to attract the active attention of the class. When organizing a test lesson in the form of a correspondence excursion, the positive thing is not only that the repeated part of speech is analyzed comprehensively (from the point of view of meaning, form, possibilities of functioning in the text), but also that the outline of the lesson consists of educational texts that are thematically related, allowing combine the tasks of the test with the tasks of developing oral and written speech of students, with the tasks of education.

Thus, the organic combination in the didactic game of thinking, speech, and imagination increases the concentration of students' attention in a lesson devoted to the repetition of such a "boring" part of speech, which is "usually" considered to be a numeral. The introduction of games into the lesson increases the activity of the class; the game captivates the children so that they do not notice how new, sometimes difficult, material is being learned along with the game. When consolidating, it is much more interesting for children to complete tasks in a playful way than to do boring, same-type exercises from a textbook.

Competition games are an irreplaceable activity because you see the work of the whole class and can accurately identify the student who made a mistake. The teacher takes into account independence and efficiency in completing the task. The teacher evaluates the work of each team and each student individually. The first competitions are held on the material of one spelling or pictogram, and then you can include materials from an entire section.

We select game forms according to the thematic principle for each section:

1. game tasks aimed at practicing and consolidating spelling norms; lexical and phraseological games;
2. game tasks aimed at practicing spelling and punctuation standards;
3. games on morphemic and word formation.

Determining the nature of the game in a Russian language lesson is necessary in order to set a goal for students, as well as to analyze whether this goal is achieved as a result of the game.

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