# THE ROLE OF USING GAME TECHNOLOGIES IN STUDYING THE RUSSIAN LANGUAGE IN A NON-LANGUAGE UNIVERSITY

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## ABSTRACT

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.

**Keywords:** Game activity, motivational opportunities, game technology functions, pedagogical game, business games.

## INTRODUCTION

The main goal of the National Public Education Program of Uzbekistan is to ensure the continuity of the education system. 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.

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 KD 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." [2]. The phenomenon of the game consists in that, being entertainment, relaxation, it can develop into training, education, creativity, into a model such as human relations and manifestations in work.

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.

At the same time, the need to organize work to increase the motivation of students contradicts the fact that this issue is not sufficiently developed in practice. Firstly, the task of increasing the motivation of students is more declared than actually carried out in the practice of teaching. Secondly, if teachers have separate methodological solutions for the development of student motivation, this information is often fragmented and not systematized. Of course, this urgent problem of a modern university requires its resolution.

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.

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 events. With age, according to many psychologists, the need for a game does not disappear, only its character changes and the time it takes [1, 15] decreases.

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, p. 25; 21].

The game contributes to the assimilation of knowledge not by necessity, but at the request of the students themselves and is not carried out formally, but with interest. According to M.N. Skatkina "there is no compulsion in the game, and also there is no directly vital, so-called utilitarian necessity. This is purely voluntary activity "[2]

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);

- 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 [3, p. 85].

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.

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.

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 [4, p. 176].

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 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, order [5, p. 238 ].

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.

Any game offered by the teacher should be deeply thought out and well prepared. The teacher should be very attentive to how well his students are prepared in terms of language for the game, especially for creative games, where students are given greater independence.

The use of gaming technology with age-specific features does not lose relevance. Game forms of work in the educational process can carry a number of functions:

The educational function consists in the fact that it contributes to the formation of a worldview, the students' solid mastery of educational material, the development of practical skills, the development of memory, attention, and perception of information, as well as the development of language skills in all types of speech activity.

The educational function is to foster a sense of collectivism, mutual assistance and mutual support for a benevolent and respectful relationship with partners in the game.

ENTERTAINMENT FUNCTION consists in creating a favorable atmosphere in the classroom, turning the classroom into an interesting and unusual event, an exciting adventure.
COMMUNICATIVE FUNCTION consists in creating an atmosphere of communication, uniting students, establishing new emotional and communicative relationships based on interaction in the language being studied.

RELAXATION FUNCTION consists in relieving mental stress, fatigue caused by difficult mental work for students; emotional stress caused by stress on the nervous system with intensive language training.

DEVELOPING FUNCTION is aimed at the development of personal qualities (thinking, activity, memory, ability to express one's thoughts, etc.) that ensure success in mastering knowledge, as well as the formation of cognitive interest.

THE FUNCTION OF SELF-EXPRESSION lies in the child's desire to realize creative abilities in the game, to more fully reveal his potential [6, p. 22].

The game, as a pedagogical technology is interesting in that it creates an emotional upsurge, and the motives of the game activity are focused on the process of comprehending its meaning. The game form corresponds to the logic of activity, includes moments of social interaction, prepares for constructive professional training. In games, value orientations are formed, stereotypes are more easily overcome, self-esteem is adjusted. In games, the personality is manifested, its individual characteristics, the style of business partnership.

Game forms differ in that the learning process is as close as possible to practical activities. Consistent with the nature and interests of their students, students should make practical decisions. Most often they have to play a role in a conflict situation embedded in the content of the game. Decisions in many games are made collectively, which develops students' thinking and communication skills. During the game, a certain emotional mood arises, activating the educational process.

Educational games are used to develop skills in using the acquired knowledge in practice. This is a complex form of training activity that requires a lot of preparation and considerable time [7, p. 64]

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.

MP Anikeeva offers the following classification of games:

- dramatization games based on the performance of a plot whose script is not a rigid canon;

- 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. [8].

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 teacher [9, p. 39]

Without challenging the validity of any of the above classifications, one should highlight the didactic games, which are a source of knowledge, the formation of skills, allow to awaken and maintain the cognitive interests of students, improve the visibility of educational material, making it more accessible, and also help to intensify students' independent work . The didactic game is applicable to all types of lesson.

Each type of game performs a specific function and contributes to the accumulation of language experience, consolidation of previously acquired skills, the formation of speech skills. Games activate the need for communication, form the conditions for equal speech partnerships, nullify the psychological barrier between the teacher and the student. The use of the game in teaching Russian as a foreign language greatly facilitates the educational process, making it more accessible for understanding. The game makes the occupation more diverse and fun.

The results of the study show that the regular use of gaming technologies in the process of learning Russian as a foreign language helps to achieve a solid assimilation of language and speech material in the event of a shortage of study time: this ensures a variety of types of educational activities and forms of communication. There is an opportunity to unload the students 'arbitrary memory by translating the educational information into an involuntary training mode, and in the optimal time to develop students' speech rate close to the average speech rate of native speakers.

The role of the games during the lesson and its duration depend on several factors that must be taken into account when planning the lesson. Such factors include the level of preparation of students, the level of their active work, the degree of complexity of the material being studied or controlled, as well as the goals and objectives of a particular lesson. The experience of using educational games demonstrates their positive impact on educational process.

## CONCLUSION

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 group member ) 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.

Thus, the use of gaming technology allows you to implement the strategy of an interactive form of teaching and new trends in teaching methods, with the aim of updating the learning process through its "revitalization", ie practical consideration of the human factor, psychological characteristics, as well as the communicative, motivational, cognitive needs of students.

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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