

## THE METHODOLOGY OF USING GAME TECHNOLOGIES IN RUSSIAN LANGUAGE LESSONS

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### Abstract:

The article discusses the importance of using gaming technologies in Russian language lessons as one of the powerful teaching tools. The author comes to the conclusion that the use of games in Russian language lessons is recommended when the use of game methods also contributes to the development of a culture of communication and educates an active personality capable of seeing, formulating and solving non-standard problems.

**Keywords:** language, educational games, student motivation, speech activity, game technology, cognitive activity.

### I. Introduction

Increasing the interest of students in Russian language lessons is one of the most urgent tasks in modern teaching methods. The study of this subject has its own peculiarities, since language is always present in the daily life of students, being a means of our constant communication. One of the characteristic features of our subject of study is the integral connection of theory with practice.

To attract the attention of students, it is important to focus on the set of words that they use in everyday life. Creating a connection between the learning material and real situations can make lessons more exciting and meaningful for students. Very often, a traditional school system based on routine lessons can become monotonous. This, in turn, can lead to a decrease in students' interest in academic subjects and a decrease in their motivation. We believe that in order to maintain students' interest in the study of the subject, the development of their speech, mental abilities, memory and thinking training, it is important to introduce various educational games in modern pedagogical practices. Educational games provide an opportunity for students to reflect their ideas, deepen their knowledge and develop the need for new ones. During the game, students often have questions that can be asked to the teacher, which contributes to a deeper understanding of the material.

### II. Analysis

Understanding the game as an activity in which students reflect the life around them makes it a powerful learning tool. The teacher, using the game, can direct the attention of students to those aspects that are valuable from a cognitive point of view. According to L.S. Vygotsky, there is a close connection between the development of children and playing activities. The scientist emphasizes that at all stages of a child's development, gaming experiences are associated with personality problems, its manifestation and development. The game creates a "zone of immediate development" where the child becomes higher than himself, enriching his experience. Play, by its nature, is an activity with high social, moral, psychological, spiritual and aesthetic significance, becoming the most natural and favorite occupation of children. It is important to note that any game has significant educational potential. In the context of teaching the Russian language, the game is the most free form of activity for children, satisfying the needs of their psychological, intellectual and biological foundation. It promotes the formation of will, independence and directs the energy of adolescents to creative activity,



which is important for the normal development of personality in modern society. It is important to emphasize that each game used as a means of teaching the Russian language interacts with other teaching methods and is integrated into an integral didactic system. It must be remembered that in the Russian language lesson, the game should be considered primarily as a means of learning, and not just as entertainment. The game, on the one hand, can be entertaining, a free occupation that arouses interest, and on the other hand, it can provide new knowledge. In this regard, the task of the teacher is to minimize the entertainment aspect of the game and maximize the use of its learning potential. The use of multiple types of games in various combinations in Russian language lessons helps the teacher to deal with the template in work, to diversify the lesson. Pedagogical purposefulness of games is carried out with the help of their system, compiled in accordance with the role and place of the game in the learning process.

### III. Discussion

The following groups of games can be distinguished, depending on the nature of the pedagogical process:

- 1) educational, training, controlling and generalizing;
- 2) cognitive, educational, developmental;
- 3) reproductive, productive, creative;
- 4) communicative, diagnostic, career guidance, psychotechnical, etc.

It is also possible to distinguish groups of games by the nature of the game technique itself:

- subject;
- plot;
- role - playing;
- business;
- imitation;
- dramatization games.

Classification of games focused on teaching Russian in secondary school is possible only if the main purpose of each of them is taken into account. Since the learning goals may vary depending on the needs of the learning process, the game system should be flexible and dynamic. This conclusion is also supported by the fact that the same type of game can be used to teach several aspects of language knowledge and develop various skills. The use of games in Russian language lessons is recommended when it is necessary to introduce new forms of work to enhance speech activity and maintain students' interest in learning the Russian language. The specificity of educational games in Russian language lessons lies in the step-by-step formation and development of coherent speech skills in listening, reading, speaking and writing. In addition, game actions are based on a complex of internal operations, such as the choice of linguistic means and decision-making not only verbally, but also behaviorally. This facilitates the complex process of analyzing the world around us and consolidating individual phenomena of this world in students' speech.

The classification of games used in teaching the Russian language is based on the system organization of the language.

The following types of designated games are distinguished:



- 1) phonetic games;
- 2) word-formation games;
- 3) lexical and phraseological games;
- 4) grammar games;
- 5) spelling games.

It is worth noting that when using gaming technologies in Russian lessons, the teacher may face certain problems:

- possible difficulty in controlling the process of mutual learning;
- the probability of retraining students in case of unsuccessful mutual learning;
- unpredictability of the results of students' work;
- the difficulty of developing students' understanding that the purpose of the lesson is not just a game, but a didactic game, aimed primarily at the assimilation of certain knowledge,
- the need to organize the activities of all students who must understand and follow the rules that a particular technology or game requires,
- developing students' ability to listen to the opinion of another, as well as the reasonableness of their own statements on any controversial issue.

#### **IV. Conclusion**

Schoolchildren need to be taught to organize their cognitive activity while performing game tasks and interactive exercises gradually, so it is necessary to practice, starting from grades 5-6, the use of these technologies and forms of work, planning to complicate them in high school. Based on the results of our own practical experience, it can be emphasized that the introduction of various gaming technologies in Russian lessons significantly increases the level of cognitive activity and motivation of students. This contributes to the development of thinking, imagination, creativity, and also forms skills of self-assessment and self-control in educational activities. The use of game methods also contributes to the development of a culture of communication and educates an active personality capable of seeing, formulating and solving non-standard problems.

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