

The Use of Gaming Technologies in Teaching the Russian Language

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ABSTRACT

The use of gaming technologies makes it possible to increase the motivation of students to study and make their position more active. This article is devoted to the use of communicative games in pedagogical practice aimed at fixing language constructions, memorizing lexical units and improving the skills of coherent, dialogical speech. The purpose of this article is to study and systematize game techniques aimed at developing communicative competence. The relevance of the research is determined by the growing interest in non-traditional forms of classes, the communicative orientation of modern educational technologies.

KEYWORDS: *game methods, techniques, innovative learning, teaching method, Internet, methodology, teaching, pedagogy, Russian as a foreign language*

Russian is one of the most popular languages in the world. Increased interest in the study of the Russian language stimulates the development and improvement of methods and techniques of teaching Russian as a foreign language. There are more and more new educational and methodological complexes, interactive courses, training programs. Modern education standards assume a more active role of the student in the pedagogical process.

Traditional teaching methods are giving way to personality-oriented ones. Modern trends in teaching Russian as a foreign language are associated with a change in the educational and methodological paradigm, with the introduction of new standards, with the rapid development of interactive and multimedia teaching tools. The active role of the subject of learning explains the emergence of communicative competence to the fore.

Communicative games are of great importance in the formation of this competence. Game technologies in teaching Russian as a foreign language are used both for studying grammar, for mastering new vocabulary, and for developing coherent speech skills at all levels of language acquisition: from elementary to advanced.

The use of game technologies in the pedagogical process, despite its relevance at the present time, is not a new problem. The study of the game as a psychological, philosophical, social phenomenon was carried out by F. Schiller, J. Huizinga, G.-H. Gadamer, Z. Freud, Y.M. Lotman, S.L. Rubinstein and many others. One of the first to analyze the game as a pedagogical phenomenon was F. Froebel. This topic was included in the area of scientific interests of such outstanding teachers as L.S. Vygotsky and A.N. Leontiev. Despite the general scientific interest, there is no precise definition of the concept of "gaming technology" in the

research literature. We will understand by this term the whole complex of game methods and techniques that contribute to effective learning.

The game is one of the most interesting types of educational activities. Game methods and techniques allow you to master and consolidate new knowledge not by the traditional method of memorization and repeated repetition, but with the help of active actions that cause increased interest and additional motivation. The use of game technologies in the pedagogical practice of teaching Russian as a foreign language and teaching in general has repeatedly become the subject of comprehension by teachers of higher and secondary schools. The game is considered as the basis of a modern lesson, the features of the use and inclusion of the game in the development of new material, the process of preparing the game, some articles on a given topic are based on the development of specific games.

From year to year, gaming technologies are becoming more and more perfect, created in the innovation vector set by the scientific community. However, in pedagogical practice, along with complex multimedia games, the simplest didactic games are used, the effectiveness of which has been proven by many years of pedagogical experience.

Games in pedagogy can be qualified based on the main goal and pedagogical characteristics: educational, training, controlling; cognitive, heuristic, educational; communicative, diagnostic; reproductive and productive. According to the game methodology, games are divided into: subject, plot, role-playing, business, imitation.

Among the main functions of games, methodologists distinguish the following: didactic, entertaining, communicative, relaxing, socializing.

The didactic function develops specialized skills and abilities. The entertainment function creates a favorable atmosphere for creativity, improves the microclimate within the group. The communicative function promotes unification, the establishment of interpersonal communication. Relaxation function relieves emotional tension, helps to overcome stressful situations. The socializing one introduces the student to the social norms and culture of society.

Of particular importance is the use of gaming technologies in teaching Russian as a foreign language. Foreign students, starting to study the Russian language, find themselves in a difficult and even stressful situation. The environment, the language environment is completely changing, it is necessary to take into account psychological, social, cultural adaptation, getting used to new living conditions. All this contributes to a decrease in communicative activity. The methodology of teaching Russian as a foreign language takes into account all

these factors, and therefore training from the first days is aimed at developing communicative competence. All new grammatical material is mastered against the background of real speech situations in which it could be used.

Game tasks help to create a special atmosphere in the classroom that promotes the creative development of the student, remove the language and psychological barrier, recreate a conditionally real speech situation for the development of communication skills. The significant interest of teachers in game techniques in the lessons of Russian as a foreign language is also evidenced by a large number of textbooks for teachers with methodological and educational games. Game activity is one of the types of joint activity, respectively, the roles of the student and the trainee are equalized, sometimes the teacher transfers leadership along with a given role to the student, which helps to create a comfortable atmosphere within the group.

But do not forget that the game is a recreation of a conditional reality, the game is subject to strict rules, has a clearly formulated didactic goal and certain rules, therefore, the introduction of game components into a traditional lesson, and even more so the complete replacement of a standard lesson with a game lesson requires serious preparation from the teacher.

It should also be borne in mind that the goal for the teacher and the goal that needs to be discussed with students may differ. For example, the goal of a competitive game for students will be to complete the task correctly and first. For the teacher, the goal will be to repeat, consolidate the language material on which the game is based.

The game should not be based on new, previously unexplored material. It is recommended to use games to consolidate the studied material, to develop speech skills, on the topic covered. In games in the lessons of Russian as a foreign language, the comparative moment is very important. Therefore, it is better to give tasks for groups or pairs of students. The principle of competition forces students to become more active, showing the maximum result.

The winners must be rewarded with small gifts. Experience shows that students try very hard to win in order to get a small prize. If the work is group work, then it is necessary to combine weaker students with strong ones and, as far as possible, make pairs and groups of students international, so that Russian is the only communicative language.

Games at the elementary level most often belong to the category of communicative-grammatical, because they are aimed at working out elementary grammatical material at the language level, using the simplest speech constructions. Communicative and grammatical games come in the following varieties: filling in gaps in a sentence, removing unnecessary, guessing, searching, matching, exchange, card games, role-playing games, riddles, lotto, voice acting.

Let's turn to the games for memorizing new lexical units, the most common is the game "Snowball". The rules of the game regulate the following provisions: students must name words on the specified lexical topic, for example, gastronomy, but each subsequent student calls all the words from the previous ones, and only then his own. This game always arouses interest among students and has a great positive effect in learning new vocabulary. The teacher's participation in this game is minimal, he only needs to explain the rules and control the game process.

Another effective game for practicing new vocabulary is working with cards. For example, a teacher draws a table on the blackboard, the columns of which are named as follows: vegetables, fruits, clothes, shoes, furniture, etc. Students are given cards with pictures on which specific objects are drawn: sneakers, an orange, a sofa, etc. They need to take their cards, go to the blackboard and write down in words what is depicted in their pictures in the right column. Such a game, firstly, helps to consolidate the knowledge of the studied lexical units, and, secondly, is aimed at understanding the students of genus-species relations in the Russian language.

The simplest crosswords can also be used already at the elementary level. For example, on a blackboard or on separate sheets that need to be distributed to students, a table is drawn, say, six by six cells, in the upper cells the name of the country is written horizontally, for example, Russia or the country from which the students came, and the lower lines vertically students must fill out based on the assignment.

The main word can also be any word according to the vocabulary being studied. The game takes only a few minutes, so it can be used both at the beginning of the lesson, to update the vocabulary on the topic, and at the end, to consolidate the studied material. There are many games aimed at memorizing and applying the studied grammatical material in speech.

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