

THE GAME AS A WAY TO LEARN RUSSIAN AS A FOREIGN LANGUAGE

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ARTICLE INFO.

Keywords: teaching methods, Russian as a foreign language, game, lesson, positive motivation, lexical games, phonetic games, spelling games, didactic games.

Abstract

The article considers the game as one of the most fascinating methods in learning the Russian language. Games aimed at more effective and entertaining learning of Russian as a foreign language are proposed. It is proved that the use of the game in the classroom facilitates the acquisition of knowledge, skills and abilities, contributes to their actualization, as a result of which language learning takes place in an entertaining form, which contributes to the rapid mastery of speech in a non-native language.

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Knowledge of a foreign language has now become very relevant. Modern school involves learning a foreign language from the second grade. This is a confirmation that a foreign language is an important and socially significant subject in the implementation of promising tasks of personal development. A sufficient level of proficiency in various types of communicative activities is one of the requirements for a school graduate these days. The immediate task of teaching a foreign language, as is known, is the formation of communicative competence in unity with the education of respect for the cultural traditions of different peoples and readiness for intercultural cooperation [11].

It is especially effective to study a foreign language at the initial stage of training. Children of primary school age show great interest in people of a different culture, children's impressions remain for a long time. In general, their internal motivation to learn a foreign language develops, which contributes not only to the language development of the child, but also to his general development, self-realization and self-determination.

To achieve success in mastering a foreign language, it is necessary to observe two conditions: to study it persistently and to engage with passion. What does it mean to work hard, there are no difficulties here, and everyone understands what hard work means. But here's how to make language learning a favorite thing? This is where the game comes to the rescue, which is able to work wonders: to get rid of routine and boring work and still give the result – knowledge.

The game is a special organized activity that requires mental effort and emotional tension. It always occupies an important place in a person's life, because it is one of the conditions for the successful development of a person, her abilities. Experts in the field of pedagogy believe that the game arose in the process of historical development from the needs of public practice. Many outstanding scientists have researched the problems of the game. So D.B. Elkonin, N.P. Anikeeva, O.S. Anisimov, A.A. Derkach and others created classifications of educational games, divided the games into groups and subgroups.

A.A. Derkach in his work "Pedagogical heuristics" writes: "Language games, helping to assimilate various aspects of language (phonetics, vocabulary, grammar, stylistics) are divided respectively into phonetic, lexical, grammatical and stylistic" [3].

Almost all students memorize and memorize new words of the studied language without any desire. In this regard, of particular interest to our research are games that aim to help students acquire and expand vocabulary, illustrate and practice the use of words in communication situations," as well as to activate students' speech-thinking activity and develop their speech reaction.

The game is a way to create positive motivation and communicate in a foreign language. Children develop a steady cognitive interest through a variety of game forms of learning. Game classes require the tension of emotional and internal forces. But for children, first of all, the game is an exciting activity. The effectiveness of game classes depends on systematic and purposeful tasks and exercises.

In psychological and pedagogical science and practice, requirements have been developed for the organization of games in foreign language lessons, which are fundamental in the teacher's activity: the game should not be a model for mechanical imitation, it is a model of creativity; the teacher presents an original sample of foreign speech, which should encourage children to be original, independent; the game does not use a rating system, an error in a speech action should lead to a loss in the game; the formulation of the game situation, the rules of the game, the story of what happens as a result, should be given in their native language; the game should arouse emotional interest, a desire to get involved in it as soon as possible [5].

Playing in class is an exciting activity. The atmosphere of joy and enthusiasm, a sense of the feasibility of tasks contribute to the development of children's speech, help to overcome shyness, which prevents the use of foreign words in speech.

Game activity allows you to bring the educational situation closer to reality. Although it is sometimes difficult to reproduce all the data and circumstances of a real communication situation in a group, games always force students to pretend, fantasize, pretend that they are somewhere else, or that they are someone else. It is in these situations, close to reality, that students are invited to speak out, mobilizing previously acquired knowledge in order to get closer to real communication.

The game is a performance of pre-simulated life situations in the interests of mastering their behavioral or emotional side. Students are divided into groups of several people and choose certain roles for themselves. The advantage of this method is that it allows you to feel genuine emotions and experience certain states, which will undoubtedly arouse even greater interest and motivation for learning. In such a playful form, it will be easier and more interesting for students to apply the studied lexical and grammatical material in practice, which is the goal of learning in general.

In the game, students learn to think independently, cooperate, find mutual understanding with classmates, develop thinking, plan, and ensure the results of the game. The game method provides students with the opportunity to learn from their classmates, show their strengths, contributes to the development of the student's internal potential, his independence, the formation of willingness to work in a team, willingness to be responsible for decision-making.

In our article we want to offer games aimed at a more effective and entertaining study of Russian as a foreign language.

Lexical games. The game "Guess the word". The class is divided into two teams, all students must have chalk in their hands. The teacher explains the word in Russian, whoever writes the word first and without mistakes gets a score. Then we have two chairs at the board at a distance so that the teams do not interfere with each other. Those who sit on chairs do not see the board, they sit with their backs to it. The teacher writes a word on the blackboard. The teams describe the word to the player sitting on the chair. If the word is guessed, the player is replaced by the next member of the team. For each word

guessed, the team receives a point. The points are summed up. The game has a competitive nature, so a reward is needed. The prize may be an additional score to the assessment of the vocabulary test, which is carried out in writing at the next lesson. Each member of the winning team receives one point to their actual assessment for the control work.

This game is of great importance in replenishing the vocabulary of students, but requires preliminary training of the teacher, who must master the ways of explaining the meaning of words.

One of the ways to semanticize words is the game "Explain the word". This game has several variations: explanation of words by means of description of meanings, by means of synonyms, antonyms, associations, by using grammar and word formation, etc.

1. Explanation of words by describing their meanings. This method involves explaining words using context. This method should be predominant in the game, since it is this method of explaining words that allows the student to master not only the vocabulary of the lesson, but also to train speaking. For example, Bu predmet mebel. Bu mebel odatdazaldayokiyotoqxonadaturadi. U kattavayumshoq. U matodanyokikojadanbo'ladi (divan). It's a piece of furniture. He usually stands in the hall or bedroom. It's big and soft. It can be made of fabric or leather (sofa).

2. Explanation of words using synonyms. This method is time-saving and this is an advantage. The disadvantage of this means of word semantics is that there are few "complete synonyms" in the language. For example: Name a synonym for the word elevator. Lift so'zining sinonimini ayting.

It often happens that synonyms for a word exist in spoken Russian, but students, being at the initial stage of learning the language, most often do not know them.

3. Explanation of words using antonyms. Name the antonym of the words "bitter". "Achchiq" so'zining qaramaqarshima'nosini toping (shirin). The disadvantage of this method is that not all words have antonyms.

4. Explanation of the word with the help of associations. An association is a relationship of objects, phenomena, and images formed and fixed in a person's consciousness. As a result of this relationship, when one image is mentioned, many others that somehow relate to each other pop up in memory. Association games develop imaginative thinking, memory, logic, attention, vocabulary, communication skills, etc. The principle of such a game is simple and clear: one participant calls any word (or shows a card, an object), the other player offers in response his word-association - what came to his mind immediately after what he heard or saw. Associations to the conceived word "Uzbekistan" - Independence, Constitution, coat of arms, flag, anthem. This method is convenient for students who are at the initial level of education, since there is no speech here - accordingly, grammar knowledge is not required.

To train vocabulary, you can use another game: the teacher gives the installation: "Let's help a Russian chef prepare an Uzbek dish (for example, pilaf)."

The student takes the pictures of products on the table, puts them in a saucepan, naming each item in Russian: "This is meat (carrots, onions, salt, spices)."

5. "A story based on a drawing". The goal of the game is to activate vocabulary on the studied topic. Students form pairs. Each couple receives a drawing depicting a room in which there are different things and objects. Students should describe these items and make a conclusion about who is their master by profession. The winner is the couple who made the most interesting story and made the minimum number of mistakes.

The teacher should draw the students' attention to the use of turns in stories and offer them in the game along with simple words.

As for phonetic games, the purpose of which is to train students in pronouncing Russian sounds that

later come out into speech, the following games can be offered here.

1. "Who knows sounds better": different sounds are transcribed on the board. Representatives from each team come out and circle with colored chalk or marker. The winner is the team whose members recognize more sounds.
2. "Who will read it more correctly". The goal of this game is to form the pronunciation skill of a coherent utterance or text. Students read sounds recorded and transcribed on the blackboard. The winner is the one who reads more words correctly.
3. "I hear - I don't hear." The purpose of this game is the formation of phonemic hearing skills, differentiation of sounds. Students are divided into teams. The teacher pronounces words with sounds [B] or [C]. If he calls a word in which there is a sound [B], then the students raise their left hand. If there is a sound [C] in the named word, then the students raise their right hand. The teacher writes down the mistakes of the teams on the blackboard. The team that made fewer mistakes wins. For example: slave, blood, crab, pita bread, carrot, tabor, carpet, collect, litter, fan, fast, forging, fence, zebra, faithful, smooth, etc. You can also organize a game to differentiate any pairs of sounds.
4. "Who is more". The goal of the game is to consolidate in memory the correct pronunciation of the sound being studied. The teacher suggests a particular sound, for example, the sound [P]. Students should name words with this sound: fish, rose, novel, repair, size, hand, height, frame, etc. The winner is the one who called the last word. A variant of the game can be inventing words with writing them in a notebook or on a blackboard. The winner is the one who came up with more words, wrote them down correctly and pronounced them.

Spelling games. The formation of the skills of combining letters in a word is the main goal of spelling games. As an example of spelling games, we can offer the game "Letters are lost". During the game, the teacher writes a word in large letters on a piece of paper and, showing it, cuts it into letters, saying: "There was a word. It crumbled into letters." Then he scatters the letters, mixing them on the table. After that, the teacher gives the installation to the students: "Guess what the word was." The team that comes up with its own word wins. The action repeats.

Didactic games. The essence of the didactic game lies in the fact that children solve mental tasks that the teacher offers in an entertaining playful way, find solutions themselves, overcoming certain difficulties. The child perceives the task offered to him as a practical game. This increases his mental activity.

The game "Magic Train" promotes the development of logical thinking. A train with trailers is laid out on the board. Passengers live in trailers-pictures logically connected to each other, except for one.

Students must find a pattern and identify the "extra" trailer. For example, a dog, a cat, a rooster, a car (machine); a pencil, a nail, a felt-tip pen, a pen (nail), etc.

Thus, the game influences the mechanisms of all cognitive processes such as attention, memory, thinking, imagination. The words that the student could not guess in the game will be learned in the next lesson. The trainees have a desire for knowledge. The game allows you to use your study time as efficiently as possible. It facilitates the acquisition of knowledge, skills and abilities, contributes to their actualization, as a result of which language learning takes place in an entertaining form, which contributes to the rapid mastery of speech in a non-native language.

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