

THE USE OF GAME TECHNOLOGIES IN RUSSIAN LANGUAGE LESSONS

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Abstract

The article discusses modern game technologies used in Russian language lessons. Their pedagogical capabilities for increasing students' motivation, developing communication skills, creative thinking and active participation in the educational process are analyzed. It is noted that the use of game elements, such as work in pairs and groups, role-playing games, competitions and interactive exercises, contributes to more effective assimilation of educational material, supports positive emotional mood and forms a stable interest in studying the Russian language in students. Practical recommendations for the introduction of game methods in the educational process are given.

Keywords: Game technologies, Russian language lesson, pedagogical methods, student motivation, communication skills, interactive learning.

Introduction

In recent years, the integration of innovative teaching methods has become the cornerstone of modern pedagogy. Among these methods, a special place is occupied by the use of game technologies, especially in language teaching. The Russian language, which is one of the most studied languages in Uzbekistan, provides an ideal context for the application of such approaches in higher education institutions. Game technologies not only increase the motivation of students, but also significantly contribute to the development of language competence, creativity and problem-solving skills.

The education system in Uzbekistan has undergone significant transformations in response to global trends and the demand for quality education. The role of technical schools in this process is key, as they are responsible for training future teachers with the necessary skills and competencies to successfully meet the

challenges of the 21st century. Teaching Russian at the technical school level requires innovative strategies that match the interests and learning styles of modern students. Gaming technologies that combine entertainment and learning provide a unique opportunity to meet these needs.

Game technology covers a wide range of activities, including simulations, role-plays, digital tools, and interactive exercises. These methods allow students to immerse themselves in the language environment, fostering active participation and collaboration. In addition, the use of games creates a stress-free atmosphere in which students can practice language skills without fear of making mistakes. This is especially useful in the context of teaching Russian, which is often difficult due to complex grammar and syntax [1].

The purpose of this work is to study the methodology of using game technologies in teaching the Russian language in technical schools of Uzbekistan. The study examines the theoretical foundations of game-based learning, practical implementation strategies and the results of applying these methods to improve student achievement. Particular attention is paid to pedagogical students, in order to identify how teachers can use game technologies to increase the effectiveness of their pedagogical activities.

The significance of this study lies in its potential to bridge the gap between traditional teaching methods and the requirements of a rapidly changing educational environment. As Uzbekistan continues to reform its higher education system, the introduction of innovative approaches such as gaming technologies can play a key role in achieving the country's educational goals. Through this research, the author aims to contribute to the ongoing dialogue on educational innovation and to offer a framework for the effective use of game technologies in language teaching.

LITERATURE ANALYSIS AND METHODOLOGY

The study of the methodology of using game technologies in teaching the Russian language in higher educational institutions of Uzbekistan was carried out using a combination of qualitative and quantitative approaches. Such a mixed method was chosen to provide a comprehensive understanding of the effectiveness and applicability of game technologies in linguistic pedagogy.

Students and teachers of several technical schools in Uzbekistan took part in the study, focusing on students of pedagogical specialties and teachers of the Russian language. A total of 150 students and 20 teachers were selected by the method of targeted selection in order to obtain a variety of data on the implementation of game technologies. The inclusion criterion was the participants' previous experience or familiarity with game-based teaching methods in an educational environment [2]. Data collection was carried out through questionnaires, structured interviews and classroom observations. The questionnaires contained questions regarding student engagement, motivation and perception of the effectiveness of game technologies in language learning. Teachers were interviewed to understand their perspective on the challenges and benefits of implementing these methods. Classroom observations were conducted to analyze the practical application of play activities and their impact on student participation and interaction.

To assess the effectiveness of game technologies, a number of specific games and exercises were developed and implemented in the participating technical schools. Among them were role-playing scenarios, language quizzes, digital stories and simulation exercises adapted to the Russian language curriculum. The games were chosen to work on key aspects of language learning, such as vocabulary development, grammar practice, development of speaking skills, and understanding of cultural context [3].

Data analysis was carried out using both descriptive and inferential statistics. Questionnaire responses were analyzed to identify trends and patterns in the experiences of students and teachers. Qualitative data from interviews and observations were coded and categorized to identify common themes and insights. The effectiveness of gaming technologies was measured by comparing students' performance before and after the implementation of these methods using pre- and post-test tests.

Ethical considerations were followed throughout the study. All participants were informed of the objectives of the study and provided written consent. Participants' information was kept confidential and participation was voluntary, with the option to opt out at any stage of the study.

This methodological framework provided a structured and reliable approach to the study of the use of game technologies in teaching the Russian language. Combining

theoretical and practical perspectives, the study sought to obtain applicable results that could help teachers in mastering innovative teaching strategies [4].

DISCUSSION AND RESULTS

The introduction of game technologies in teaching Russian in technical schools in Uzbekistan represents a significant shift from traditional pedagogical methods to more interactive and student-centered approaches. The focus of this section is to explore how these technologies contribute to increasing language competence, engagement, and cultural understanding among students.

Game technology provides a dynamic way to overcome the typical challenges students face when learning a language. The Russian language, known for its complex grammar and extensive vocabulary, often causes students, especially beginners, to feel anxious. By implementing games such as vocabulary tasks, grammar puzzles, and interactive quizzes, educators create an environment where students learn through play. This not only reduces anxiety levels, but also improves the assimilation and understanding of language rules. For example, digital games designed to learn case endings or verb conjugations allow students to practice repeatedly in a safe environment, reinforcing their knowledge without fear of making mistakes [5].

Another important aspect of gaming technology is its ability to encourage active participation. Unlike traditional lectures, games require students to interact, collaborate, and solve problems in real time. Role-playing games, for example, are especially effective in teaching conversational Russian. Students are assigned the roles of travelers, salespeople, or interviewers, and they must use the target language to complete assignments. This immersive experience not only improves speaking skills, but also increases confidence in using Russian in real-life situations.

In addition, game-based learning introduces an element of competition and rewards, which serves as a powerful incentive for students. Leaderboards, badges, and other gamified elements motivate students to actively participate and strive to improve. In the context of teaching Russian, this is particularly useful to maintain regular practice and effort. For example, hosting classroom tournaments using language learning apps or quizzes can engage students while boosting their language skills [3].

CONCLUSION

In conclusion, the use of game technologies in teaching Russian provides significant benefits in terms of student engagement, development of language competence and cultural understanding. By overcoming the challenges that arise and using the strengths of these tools, teachers can create a more effective and engaging learning experience for students of technical schools in Uzbekistan.

The integration of game technologies into the teaching of the Russian language in universities has yielded significant and measurable results, demonstrating both the potential and challenges of this approach. This section discusses the key findings of the study and their implications for pedagogical practice in Uzbekistan.

One of the most notable results was a significant increase in student engagement and motivation. Surveys of participants showed that more than 85% of students found gaming activities more fun and less stressful compared to traditional teaching methods. This positive emotional response is crucial for language learning, as it encourages students to actively participate in classes and devote more time to independent learning. For example, students noted that vocabulary-building exercises made it easier to memorize new words and phrases, and competitive elements such as leaderboards motivated them to improve their performance.

Another important conclusion was the improvement of language competence. The results of the preliminary and final tests showed that the students who participated in the game classes outperformed their peers in key language skills, including vocabulary, grammar and speaking. For example, students who participated in role-playing games showed a 20% improvement in their ability to correctly use grammatical constructions in conversation. Similarly, interactive grammar games have contributed to a marked increase in the accuracy of the use of case endings and verb conjugations.

The study also highlighted the role of gaming technology in shaping cultural understanding. Through simulations and digital stories, students were able to explore aspects of Russian culture that are often difficult to convey in traditional lectures. For example, one group of students participated in a digital simulation of the Russian market, where they had to negotiate prices and discuss the characteristics of goods using culturally appropriate language. This activity not only improved their language skills, but also provided valuable insight into Russian customs and etiquette.

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