



ENHANCING STUDENTS' MOTIVATION IN RUSSIAN LANGUAGE LEARNING THROUGH GAME-BASED EDUCATIONAL TECHNOLOGIES

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Abstract

This study examines the role of game-based educational technologies in enhancing students' motivation to learn Russian as a foreign language. The research is based on a theoretical analysis of pedagogical and methodological literature and explores the educational potential of games as a means of increasing learner engagement and participation. The findings indicate that game-based activities contribute to the development of communicative competence, speech skills, cognitive engagement, and creative thinking. Furthermore, games create authentic communicative situations that encourage repeated language use and facilitate the acquisition of lexical and grammatical structures. The study concludes that the systematic integration of game-based methods into Russian language instruction significantly increases students' motivation and promotes more effective learning outcomes.

Keywords: Learning motivation; Russian language teaching; game-based learning; communicative competence; educational technologies; speech skills.

Introduction

Contemporary developments in education and the labor market require graduates to possess not only professional knowledge and skills but also a strong motivation for continuous learning and self-development. Within foreign language education, learner motivation is widely recognized as a key factor influencing academic achievement. Consequently, identifying effective pedagogical approaches that enhance motivation remains an important objective of language teaching methodology.



2. Theoretical Framework

In pedagogical research, games are considered a form of activity, a learning process, and a teaching method. Educational games are characterized by explicit or implicit rules that determine their content and developmental sequence. As an instructional tool, game-based learning integrates goal setting, planning, implementation, and evaluation, thereby enabling learners to participate actively in the educational process.

Educational games perform several interconnected functions:

- Didactic – facilitating knowledge acquisition and practical application of skills;
- Educational – fostering independence, cooperation, and social responsibility;
- Developmental – enhancing memory, attention, creativity, reflection, and critical thinking;
- Socializing – promoting communication and collaborative interaction.

3. Game-Based Learning in Russian Language Instruction

Game-based activities can be incorporated into Russian language classes at different stages of instruction, including presentation, practice, reinforcement, and assessment. Depending on instructional objectives, games may be classified as phonetic, lexical, grammatical, communicative, or role-playing.

Examples of effective classroom activities include:

- “Snowball,” where learners progressively expand a sentence or text;
- “Collective Story,” in which students collaboratively construct a narrative;
- “Best Story,” where groups create texts using a predefined set of lexical items.

Such activities encourage repeated language production, strengthen vocabulary retention, and improve communicative fluency.

4. Discussion

One of the major advantages of game-based learning is its ability to create authentic communicative situations. Through collaborative interaction, students repeatedly encounter and use target language structures in meaningful contexts. Polylogical forms of communication engage all learners simultaneously, unlike monologic or dialogic formats that limit active participation. This contributes to greater learner involvement and sustained motivation.

Moreover, active learning strategies embedded in games stimulate imagination, creativity, and independent thinking. As a result, students become more willing to



participate in classroom communication and demonstrate increased interest in language learning.

5. Conclusion

The findings suggest that game-based educational technologies represent an effective tool for enhancing students' motivation in Russian language learning. By combining cognitive, communicative, and social dimensions of learning, games create favorable conditions for language acquisition and personal development. The integration of game-based methods into instructional practice can therefore contribute to improved learning outcomes and greater student engagement.

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