



EFFECTIVE USE OF GAME LEARNING IN RUSSIAN LANGUAGE CLASSES AT UNIVERSITIES

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Abstract

This article discusses the issues of effective use of game learning, the specification of game methods in accordance with the age and psychological characteristics of students. In addition, the article presents the theoretical foundations of the use of game methods in the university educational process.

Keywords: dynamic aspect, game learning, cognitive, specialty, cognition linguistics.

The modern stage of education development is characterized by an increased interest in the dynamic aspects of language and the transition to anthropocentric linguistics, which studies language in connection with a person, his consciousness, thinking, and various types of activities. Significant changes are also taking place in the science of the Russian language, as a result of which a cognitive direction is being formed.

Currently, much attention is paid to the preparation of the younger generation for creative activity in all spheres of society. In this regard, the role of general education and vocational educational institutions in the education of active, initiative, creatively thinking citizens of the country is increasing.

A methodological response to the current changes in the educational space is intended to be an integrated approach, whose meaningful accents are aimed at strengthening the practical orientation of education and the development of human abilities, successfully acting outside of educational situations that require him to learn, self-realization, self-actualization, socialization and realization of his individuality. New, modern methods and technologies of training, including gaming, are effective constructs of the competence approach, ensuring effective interaction of a specialist in the professional world.

In the works on the methodology of teaching the Russian language of university education, the scientists' special attention was attracted and is attracted by the concretization of game methods in accordance with the age and psychological characteristics of students. For effective teaching of Russian speech, as is known, a system of special tasks and exercises is required, in which the possibilities of correctness of speech and its enrichment with lexical and grammatical material, the



development of skills and abilities to use the studied language forms based on the use of game methods of language teaching would be laid down.

For students of universities of non-linguistic specialties, the subject "foreign language" is unprofessional, and therefore, in order to make the learning process the most effective and purposeful, the teacher must clearly understand the role and place of a foreign language in the life and work of a future professional. For students of other specialties, the following are the scope of application of a foreign language: reading (literature on the specialty, periodicals, sometimes fiction and literature on regional studies); communication (as a rule, officially-business, informally-business, and under certain conditions, everyday; educational and research work, although in each case the peculiarities of using a foreign language are determined by the content of the student's or specialist's profile of the university).

Role-playing is one of the forms of organization of a speech situation used for educational purposes. Its introduction into the educational process contributes to the achievement of the goals of teaching dialogic speech and extended monological utterance, the activation of students' speech-thinking activity, the formation of their skills and abilities of independent expression of vocabulary. The role-playing game is based on the organized speech communication of students in accordance with the roles distributed between them and the game plot. At the same time, the peculiarities of the organization of this methodological technique in foreign language classes have not been studied enough, this leads to the fact that in the practice of some teachers, role-playing is used only at the initial stage of training, in middle and high school age it is not often used, and game communication and independent speech activity is often replaced by literal reproduction of previously learned texts of roles, and role-playing is practically not used in universities. In this regard, it should be noted that in the organization of educational game communication, it is important to create conditions for such a game task, in which not the joining of replicas, but the interaction of participants would be achieved. The solution of this problem is connected with the study of the patterns of communication in jointly carried out activities, the identification of the features of the verbal interaction of partners, taking into account the restrictions imposed by foreign language speaking on the form and content of speech communication, the search for ways to overcome such restrictions and increase the independence of students' statements.

Game learning is a special form of organization of cognitive activity. She means quite specific and predictable goals. One of these goals is to create comfortable learning conditions, that is, conditions under which the student feels his success, his intellectual viability, which makes the learning process itself productive during





the educational game. The essence of game learning consists in such an organization of the educational process in which almost all students are involved in the process of game cognition, they have the opportunity to understand and reflect on what they know and think. The joint activity of students in the process of playing, mastering educational material means that everyone makes their own special individual contribution to this process, that there is an exchange of knowledge, ideas, ways of activity.

By the technology of game learning we mean a system of ways of organizing teacher-student interaction in the form of educational games, which guarantees pedagogically effective cognitive communication, as a result of which conditions are created for university students to experience a situation of success in educational activities and mutual enrichment of their motivational, intellectual, emotional and other spheres.

In modern pedagogical practice, several dozen new strategies, methods and techniques of teaching, including gaming, have been developed and applied. A modern teacher, regardless of the subject or academic discipline taught, must possess the necessary arsenal of such teaching methods and be able to use them in the educational process. Here we can say that game training increases the motivation of participants in solving the discussed problems, which gives an emotional impetus to the subsequent search activity of participants, encourages them to take concrete actions. I think it cannot but impress that everyone is successful in game learning, everyone contributes to the overall result of group work, the learning process becomes more meaningful and exciting. In addition, game training forms the ability to think in an extraordinary way, to see a problematic situation in your own way, to get out of it; to justify your positions, your life values; develops such traits as the ability to listen to a different point of view, the ability to cooperate, enter into partner communication, while showing tolerance towards his opponents, the necessary tact, goodwill to participants in the process of finding ways of mutual understanding, searching for truth. Also, in the process of conducting a role-playing game, which is one of the varieties of interactive learning, the teacher performs the function of a mentor in the work, one of the sources of information; the central place in its activities should not be occupied by an individual student as an individual, but by a group of interacting students who stimulate and activate each other during the game. Learning with the help of a game is an organization of the educational process in which almost all students are involved in the process of cognition.

The range of gaming methods is extremely wide. According to the target orientation, among them can be distinguished: didactic, allowing to form cognitive, practical skills, organize various types of educational activities; educating, aimed at the development



of moral, ethical, volitional and other qualities of students; controlling, focused on the implementation of the control and evaluation function. The use of game teaching methods allows you to solve many problems: to form interest in the subject being studied; to develop the independence of students; enrich students' social experience by experiencing life situations; feel comfortable in class; show individuality in the learning process.

A qualified specialist, a teacher, knows when and how to apply different learning tools in order to cope with the task most successfully. As we know, the university must fulfill the social orders of society: to provide students with deep and comprehensive knowledge, to form skills and abilities in them, to grow individuals with a high culture and a progressive worldview. Proceeding from this, new pedagogical and methodological approaches and a new way of methodological thinking are needed to productively solve the problems noted in higher educational institutions that meet international standards. The feeling of self-confidence of students arises when they are allowed to participate in the organization of classes, are given freedom to study the subject with the help of a game.

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