



**THE USE OF GAMING TECHNOLOGIES IN THE RUSSIAN LANGUAGE  
LESSON AT A SCHOOL WITH A NON-RUSSIAN LANGUAGE OF  
INSTRUCTION WHEN STUDYING THE TOPIC "VERB"**

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**Annotation**

In this article, the author examines the features of using gaming technologies in a Russian language lesson at a school with a non-Russian language of instruction when introducing foreign language students to the topic "Verb". Examples of the use of gaming technologies in the educational process are described, as well as several games that are aimed at the development of speech and the development of the skills of foreign language students in the study of the topic "Verb" are considered.

**Keywords:** modern pedagogical technologies, game technologies, exercise games, training games.

Increasing the requirements for the quality of education becomes an urgent problem and condition for the development of the education system, an incentive to update its content based on the principles of fundamentality, integrativity, continuity, practical orientation and humanization.

The teachers of the modern school are set such goals that are aimed at the formation of a self-developing and self-fulfilling personality, a personality capable of living and working in a continuously changing world, capable of boldly developing their own behavior strategy, making moral choices and being responsible for it. In other words, the goal of modern education at school is the development of a historically established pedagogical system based on the creation of conditions for the formation of a professionally competent, socially active, creatively independent personality.

The main disadvantage of the school education system in this case is the lack of activity of the student, who often passively perceives information that does not meet modern needs and this is especially evident in schools with a non-Russian language of instruction.



It is becoming increasingly important for a teacher to involve students in independent work in order to achieve a given quality of education in the conditions of modernization of education, the implementation of modern learning technologies, the development of students' culture of self-education, self-organization and self-control.

The increasing role of education in the modern socio-economic situation leads to the fact that, along with the traditional functions of a teacher (training, education, etc.), in the conditions of modernization of education, such professional functions as forecasting, designing and organizing the content and procedural aspects of education and the socio-cultural environment are actualized.

Thus, the current state of school education dictates the need to find new ways to improve the quality of their training, readiness for independent creative work, and most importantly – new tools and methods.

In this article, I focus on studying the possibilities and effectiveness of using gaming technologies in Russian language lessons in schools with a non-Russian language of instruction.

As practice shows, the game form of education is the most successful and promising innovation of recent years. It is established that the game contributes to the formation of students' emotional mood, causes a positive attitude to the activity performed, improves overall performance, makes it possible to repeat the same material many times without monotony and boredom.

The game is informative and multifunctional. There are didactic, cognitive, educational and developmental functions of the game.

Games with ready-made rules, usually called didactic, are used as a means of developing children's cognitive activity. They require the student to be able to decipher, unravel, solve, and most importantly – to know the subject. The more skillfully the didactic game is composed, the more skillfully the didactic goal is hidden. The student learns to operate with the knowledge invested in the game unintentionally, involuntarily, while playing. Intellectual games – exercise games, training games, undoubtedly affect the mental sphere. Based on competition, they show the level of their preparedness and fitness to the playing schoolchildren by comparison, suggest ways of self-improvement, and therefore encourage their cognitive activity.



The effectiveness of didactic games depends on their systematic use, on the purposefulness of the game program in combination with the usual didactic exercises. Programming of such games is the concern of every teacher [2].

The purpose of using the technology of game forms of learning is to develop sustainable cognitive interest in students through a variety of game forms of learning.

In games, the child fulfills the goals of several levels:

1. the pleasure of the very process of the game. This goal reflects the attitude that determines readiness for any activity, if it brings joy.
2. functional, it is connected with the implementation of the rules of the game, the playing of plots, roles.
3. reflects the creative tasks of the game – to solve, guess, unravel, achieve results, etc.

The technology of game forms of learning is easily perceived and can be applied to any subject teachers. Each science, educational subject has its own entertaining side, there are a large number of games and game forms. There are games that include cognitive elements of several academic subjects (interdisciplinary connections). The technology is universal. The limits of the applicability of gaming technologies in teaching are endless.

From a didactic point of view, game learning is promising because it does not oppose modern pedagogical theories and can become one of the forms of integrated learning. The phenomenon of the game is that being entertainment, recreation, it is able to develop into learning.

The use of a didactic game in a school with a non-Russian language of instruction has its own characteristics:

- the game should not be a simple exercise using visual aids;
- the game should not fall out of the general tasks of the lesson;
- the psychophysical characteristics of children should be taken into account;
- the results must be summed up.

The choice of a didactic game is determined by the goals, content, and stage of the lesson. Just like the lesson itself, the game implements cognitive, educational goals.

The use of the game helps to remove a number of difficulties to one degree or another, to study and consolidate the material at the level of emotional



awareness, which contributes to the further emergence of cognitive interest in the Russian language as an academic subject. However, it has been proven that the game acts as an independent type of developmental activity for children of different ages.

In this regard, I believe that the use of gaming technologies in Russian language lessons contributes to the development of cognitive activity of foreign-speaking children and to improving the quality of knowledge.

I propose models of verb games that the teacher can fill with the necessary material and use at his discretion during spelling five minutes, when explaining a new topic, fixing it, in generalizing lessons.

Fixing the concept of the verb

The game "Find verbs"

Goal. Consolidation of the concept of the verb, the ability to find the verb in the text.

Content. The text is written on the board. Children are asked to find and write out all the verbs. The winner is the one who completes the task correctly and faster.

Material for the game:

On Monday I did the laundry	I washed the cups on Friday,
I was sweeping the floor on Tuesday,	And on Saturday I bought a cake,
On Wednesday I baked a roll,	All the girlfriends on Sunday
All Thursday I was looking for a ball.	She invited me to her birthday party.

Game "What to do? What to do?"

Goal. Fixing the concept of verbs that answer the questions what to do? and what to do?

Content. 2 teams are playing (boys and girls). One team writes down verbs that answer the question "what to do?", and the other is verbs that answer the question "what to do?" The teacher dictates the verbs, and then the record is checked. The team that made the least number of mistakes wins.

Material for the game:

Close, watch, walk, sew, leave, read, saw off, read, draw, swim, write, go, build, sew, open, put, bring, build, draw, carry.



## Game “Who screams like that?”

The goal. Fixing the concept of the number of the verb, the ability to use the verb in the right number.

Content. 2 teams of 6 people play. The words are written on the board in 2 columns of nouns in many. h. The task: to add to each verb suitable in meaning in many.h. The team that correctly and quickly copes with the task wins.

Material for the game:

Cows - (moo), chickens - (cackle), Pigs – (grunt), crows - (caw), Dogs – (bark), sparrows - (chirp), Cats -(meow), cuckoos - (cuckoo), Ducks - (quack), nightingales - (sing), Geese - (hiss), frogs – (croak)

## Game “Who does what?”

The goal. Consolidation of the ability to use the verb in the right number.

Content. 2 teams of 6 people play. The words are written on the board in 2 columns of nouns in many hours. The task of the players is to add to each noun a verb that fits the meaning and denotes the action of this subject. The team that makes fewer mistakes and completes the task faster wins.

Material for the game:

Cooks - (cook), winds – (blow), Blacksmiths - (forge), streams – (flow), Painters - (paint), flowers - (bloom), Builders - (are building), grasses - (turn green), Doctors – (treat), rains – (go), Teachers – (teach) , berries – (ripen).

Game technologies make the lesson interesting, accessible, understandable, help to increase the activity of children, learn knowledge, relieve tension, create a favorable emotional background in the lesson. All this contributes to a better assimilation of educational material by children and, as a result, an increase in the level of literacy of students.

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