



PLAYING GAMES IN RUSSIAN AS A FOREIGN LANGUAGE LESSONS

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Abstract

The article contains recommendations for the teacher on conducting role-playing games in Russian language lessons as a foreign language, as well as examples of games that activate students' speech within specific topics. Using such work methods contributes to the intellectual, emotional, and moral development of the individual.

Keywords: Role-playing games, Russian as a foreign language, speech interaction, game and speech activity.

Introduction

When teaching Russian as a foreign language (RKI) to students from different countries, we consider it a crucial task to enhance the effectiveness of the learning process. Its main components include: increasing learning motivation, content informatization, applying modern teaching methods, developing work skills, and utilizing the latest information tools.

Among the numerous teaching methods and techniques, we would like to highlight role-playing games in RKI lessons as an example of innovative technologies that allow foreign students not only to master the Russian language deeply but also to adapt more quickly to the Russian-speaking environment, understand the realities of life in Russia, prepare for everyday communication situations, and overcome language barriers. The task of this work is to study role-playing as a modern pedagogical phenomenon. In this case, the individual characteristics of each student, their interests, abilities, and desires should be taken into account.

Role-playing games in Russian language classes (RLE) are an active form of learning aimed at forming and developing students' speech skills. They combine



elements of speech, play, and learning activities, allowing students to practice language in the context of communication and group work. The purpose of role-playing games is to improve confidence and Russian language communication skills. Role-playing is a simultaneous speech, play, and learning activity.

The purpose of the game in RSI lessons is to form and develop students' speech skills and abilities. From the perspective of students, role-playing is a game activity in which they perform certain roles. After all, in practice, we encounter cases where foreign students, fearing embarrassing situations due to their lack of knowledge of Russian, don't even try to engage in conversation with Russian speakers, and in shops and various institutions, they try to explain things through gestures. To solve this problem, we propose to actively use games that imitate various situations.

In the lesson, the teacher should consider role-playing as a form of teaching dialogic communication. And the transformation itself contributes to understanding the actions of other people, expanding the sphere of communication. Therefore, role-playing should be given a worthy place at all stages of work on a particular topic.

For role-playing to be effective, it is necessary to reproduce the conditions of real communication as much as possible, to try to create a situation of real practical activity of people. In games, one can master such elements of communication as the ability to start a conversation, listen to the opposite opinion, agree or disagree with the interlocutor, ask clarifying questions, etc. At the same time, both the speaker and the listener must be as active as possible to understand the interlocutor's phrase, memorize it, and react to it correctly. And such games contribute to the conscious mastery of the Russian language by foreigners.

For a role-playing game to be interesting and fulfill its educational functions, of course, careful preparation for its implementation is necessary. Everything should be conducted in a friendly atmosphere, evoking a sense of joy in communication. The freer the student feels, the more proactive they will be in communication. Students are required to be able to use the grammatical and lexical material they know as effectively as possible during the game. In the initial stage, the teacher manages the process and monitors what is happening. Subsequently, his role will change and gradually become merely observant. [1]



Role-playing games can be used at different stages of learning: both in the initial and advanced stages. When preparing to conduct the game, it is necessary to explain to the students their role, for example, communication with friends, in the family, in an official institution. Additionally, you can provide information about the person: where they work, what they like to do, what habits they have. However, information should not be given in detail, as we understand that a student must be able to demonstrate their creative potential. Participants in the game must fantasize, imagine their character's image, or perhaps try to change something.

Depending on the goals pursued by the teacher, role-playing games can be conditionally divided into lexical, grammatical, and memory-building games. Lexical games train students in using words in situations close to the natural environment, such as in a store, polyclinic, museum, hotel; in developing speech reaction; in familiarizing with word combinations. Grammar games should create situations for the use of a particular speech pattern, develop speech activity and independence. [3]

Role-playing technology consists of several stages:

1. Preparation stage. At this stage, first the script is developed, then the game plan is drawn up.
2. Explanation stage - formulating the lesson objectives, distributing roles, posing the problem. If necessary, students can seek help from the teacher.
3. Game process. At this stage, the situation itself is played out directly.
4. Analysis and generalization stage. At the end of the game, the teacher exchanges opinions with the students, decides what has happened and what needs to be paid attention to again. In conclusion, conclusions are drawn, mistakes are noted, and the final lesson summary is formulated. [2]

Types of role-playing games. Here are some of them:

1. Situational role-playing games:

For Russian language learners, various types can be used. Students play certain scenarios (for example, shopping at the store, visiting a doctor, communicating in a cafe). This helps to understand real life situations.



2. Business games:

Students perform roles related to professional activities (e.g., manager, client, support staff). These games develop specialized vocabulary and professional communication skills.

3. Dramatization:

Students perform short theatrical scenes or excerpts from books and plays. This helps improve pronunciation, intonation, and expressiveness of speech.

4. "Interview" game:

One student plays the role of employer, while the other plays the role of job applicant. This is useful for learning vocabulary related to career and employment.

5. Interview:

Students take turns interviewing each other. This develops the skills of asking questions and actively listening.

6. Role-playing games based on literature:

Students choose characters from well-known works and dramatize scenes, which helps them better understand the text and expand their vocabulary.

7. Problem situations:

Games in which students solve problematic situations (for example, conflicts between friends, family disagreements) develop argumentation and dialogue skills.

8. Role-playing games with elements of improvisation (improvisation):

Students are asked to improvise in given conditions and topics, which contributes to the development of creativity and confidence in language use.

These types of role-playing games make learning more interesting and interactive, which contributes to better language acquisition.



The main objectives of role-playing games in language lessons include:

1. Development of communicative skills:

Teaching effective communication in Russian, including listening, speaking, reading, and writing skills.

2. Language practice in context:

Using language in realistic situations helps students better understand its application and adaptation in everyday life.

3. Expansion of vocabulary:

Participating in role-playing games helps students master new vocabulary and phraseological units related to specific topics and situations.

4. Develop confidence:

By playing the language, students become more confident in their ability to speak Russian, which reduces the fear of mistakes.

Role-playing games encourage students to think creatively and improvise, which allows them to develop their language skills.

6. Improving teamwork skills:

Students learn to cooperate, listen to the opinions of other participants, make decisions, and distribute roles.

7. Analysis and solution of problems:

Situational games develop critical thinking and argumentation skills.

8. Increasing motivation:

The game form of learning makes the process more engaging and interesting, which contributes to better student involvement in the learning process.

Thus, role-playing games are an effective tool that helps achieve diverse educational goals in learning Russian.



Role-playing games help in language learning in several ways:

1. Practice in the natural environment:

Students can use language in the context of real and life situations, making learning more relevant and practical.

2. Improving conversational skills:

Games help develop communication skills such as intonation, accent, and pronunciation through active speaking practice.

3. Encouraging active listening:

In role-playing games, participants must listen attentively to each other, which contributes to better understanding and perception of the language.

4. Increasing vocabulary:

Students become familiar with new vocabulary and expressions in context, which contributes to better memorization and assimilation.

5. Develop confidence:

Role-playing games allow students to speak the language without fear of being judged, which increases their self-confidence in language skills.

6. Critical thinking and the problem of solving:

When students play scenarios, they must analyze situations and find ways to interact, which develops their analytical skills.

7. Social skills:

Games require interaction with others, which contributes to the development of communication skills, cooperation, and empathy.

8. Motivation and engagement:

Game format makes lessons more interesting, which increases motivation and desire to learn.



9. Cultural awareness:

Role-playing games can introduce students to the cultural context of a language, helping them understand social norms and customs related to its use.

These aspects make role-playing games a valuable tool for improving language skills and help create a favorable learning environment.

Further, we will examine some types of games in more detail.

A) "What do you want to become/work?"

Purpose: to practice the forms of the instrumental case of nouns and adjectives.

The first group member asks:

What do you want to become/work?

The participant of the second group does not answer the question, but performs a pantomime, showing the actions,

typical for a representative of this profession.

The task of the first team is to guess the intended profession.

B). "What time is it?"

Purpose: to repeat speech formulas to indicate time.

In this game, you will need a set of props - a map of the Earth with time zones and a set of cards with time markings.

Game rules: The facilitator takes cards with Moscow time and says: It's 12 noon in Moscow now, and what time is it in Paris?

The one who can quickly calculate the Paris time and name it. Receives points.

The student who scores the most points wins.

C) "Introduction"

- names of students and their relatives;
- students' age;
- number of brothers, sisters;
- professions of family members, etc.

D) Theme "Store"

The teacher shows the signs of the stores: "Vegetables Fruits," "Clothing," "Blood Shop," "Shoe House," "Products," "Supermarket," "Nature's Gifts," "Economic," "Cantry Goods."

- what can you buy in these stores?



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- What actions does the seller perform during the day?
 - what does the buyer do when they want to buy various goods?

Using role-playing games in lessons is not a substitute for traditional exercises from the textbook, a way to engage students when they are tired. This is rather a culminating activity in language teaching, where learners can apply their lexical and grammatical knowledge. And the teacher, by creating an artificial situation for communication, connects the learning process with real situations.

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