

# The Usage Of Motivational Opportunities Of Game Technologies In The Process Of Studying The Russian Language In Non-Linguistic Higher Educational Institutions

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## **Abstract**

*The purpose of this article is to study and analyze the methods and forms of applying the motivational opportunities of pedagogical games in the process of studying Russian speech, in particular the Russian language in non-linguistic higher educational institutions. Methods: developing the topic, the author relies on the work of teachers and psychologists (G. Lozanov, S. Ostrander, L. Schroeder), as well as a number of works by modern authors. The methodology of the article is based on the effective use of various modern pedagogical approaches in the study of the Russian language as a foreign language.*

*Results: on the bases of synthesis and analysis of the motivational components and properties of cognitive games used in the Russian language classes in non-linguistic universities the main tasks and problems of enhancing the cognitive activity of students and improving the methodology of teaching a foreign language are identified and considered. The practical significance of the article lies in the possibility of further application of the main provisions and conclusions both in psychological and pedagogical activity, and in the educational process.*

*Keywords: organizational and educational games, motivated audiences, motivational opportunities, Russian as a foreign language, grammar skills, suggestopedia, game technologies.*

## **1. INTRODUCTION**

With the development of society and the improvement of various areas of people's life, new goals, tasks and, accordingly, new requirements for them began to appear before mankind, one of which by now is the ability to speak a foreign language not only at a basic, but also at a professional level. Over the past decades, the attitude of people, especially young people, to learning foreign languages and mastering the skills of professional communication in a foreign language has changed significantly in order to acquire great priorities in the process of employment, cooperation and interaction with modern world integrations. This has become one of the main reasons for improving the methods of teaching foreign languages, in particular teaching a second language to students of non-linguistic educational institutions. It became known that the formation of a positive attitude towards the study of Russian as a foreign language among students, especially among students in non-linguistic universities, is recognized as one of the serious problems that requires a solution to awaken students' interest in acquiring foreign language skills, creating professional motivation for learning a foreign language. language, enhancing the cognitive activity of students. [1] Despite today's relatively increased interest among students of non-linguistic specialties in the study of

foreign languages, it is necessary to make efforts to improve the methods of teaching a second language based on professional needs and to form the appropriate theoretical foundations for the application of the motivational capabilities of various pedagogical approaches to effective presentation of material in the classroom.

Teaching the Russian language for students of higher educational institutions with a non-linguistic orientation of education at the present stage of the development of society is undergoing significant positive changes: the methodology of teaching a second language from a professional point of view is being improved, effective methods of presenting the material, and this is quite different from the traditional methods of conducting a Russian language lesson, which can be seen in a greater degree of motivation of students.

It is known that one of the modern approaches to creating a favorable atmosphere in the classroom for studying the Russian language in general and acquiring professional communication skills in Russian in particular is the use of the motivational capabilities of various pedagogical games in the process of presenting the studied lesson. This issue is considered in this article from different aspects and is studied on the basis of a comparison of a number of methods used by language teachers in order to both accelerate the process of learning a second language by students and increase their adequate self-esteem and vigorous activity during the lesson. The fundamentals of the widespread use of the suggestopedic teaching system in order to create a favorable environment for the fastest possible assimilation of educational material, which was developed by the Bulgarian teacher Georgy Lozanov in the 70s of the twentieth century, are considered. To identify the effectiveness and the degree of need for the use of gaming technologies during the lesson of Russian as a foreign language in a non-linguistic university, a survey was conducted among students with an architectural orientation of education, in particular among students of the Samarkand State Architectural and Civil Engineering Institute, and an observation process was carried out for increased and underestimated attention and the focus of students on a foreign language lesson and the factors affecting them.

## **2. MATERIALS AND METHODS**

According to teachers Z. Shumakhova and A. Toktanyazova, a positive attitude towards learning activities in a foreign language, since the Russian language is considered in the article as a foreign language, manifests itself in speech activity, cognitive interest, and positive motivation of students. [1] The formation of such motivation among students is most often associated with the use of cognitive organizational and educational games during a foreign language lesson. Organizational and educational game as a method for the development of collective thinking activity contributes to an increase in students' interest in learning the Russian language, creating favorable conditions for improving not only the quality of teaching foreign language speech, but also the cognitive and educational value, emotional attractiveness of the language. In a general sense, if we consider the effectiveness of teaching students of non-linguistic universities a second language, in particular Russian as a foreign language, then it is worth noting the importance of using such pedagogical approaches and methods that are aimed at motivating students. Organizational and educational game as a method for the development of collective thinking activity contributes to an increase in students' interest in learning the Russian language, creating favorable conditions for improving not only the quality of teaching foreign language speech, but also the cognitive and educational value, emotional attractiveness of the language. In a general sense, if we consider the effectiveness of teaching students of non-linguistic universities a second language, in particular Russian as a foreign language, then it is worth noting the importance of using such pedagogical approaches and methods that are aimed at motivating students. This can most often be achieved by introducing elements of cognitive games and

gaming technologies into the traditional teaching system, in other words, we can mark this using the suggestopedic teaching system; the term 'suggestopedia' comes from the Latin suggestion - suggestion and the Greek languages paideia - learning and includes a pedagogical system of certain methods and techniques used for accelerated learning and assimilation of material, in which elements of the game can most often be introduced with the parallel use of musical influence in the process of familiarizing students with a new topic of a foreign language lesson. The suggestive presentation of educational material developed by the Bulgarian teacher G. Lozanov has now found wide application among teachers of a foreign language. Since such a teaching system involves the introduction of elements of games, especially when teaching the Russian language, we observed the attentiveness of students during the lesson and some fluctuations in their concentration in order to determine the degree of their interest in the studied material. All observed participants were students with a degree in architecture and construction. It is worth noting that this (below) research method, which implies recording a change in the degree of increase or, conversely, a decrease in the attentiveness and concentration of students in the process of one lesson of the Russian language on the basis of several situations, was borrowed from the teacher W. Penny, the author of the educational publication A Course in Language Teaching. [2] Such a fixation requires the teacher to act as an observer in the classroom, being in a certain place from where it is possible to follow the behavior, reactions, facial expressions of each individual student, and to mark with signs '++' to fix a high degree of attentiveness and '-' - for a low the degree of attentiveness of students. The observation made can be considered in the following form:

Attachment 1

<b>Time</b>	<b>Some situations in the classroom that occur during the lesson</b>	<b>Student attentiveness</b>
10:04	The teacher introduces students to the new topic of the lesson, gives appropriate instructions	++
10:07	Different questions arise from the students on the implementation of the exercises, the teacher answers and explains the conditions for the implementation, corrects	--
10:13	The teacher explains the conditions for working in pairs, for example: ask each other questions about the picture in the book	+
10:16	Paired work continues, but many students do not fulfill the conditions of the assignment, communicating with each other in their native language	--
10:18	Noticing such a situation, the teacher makes a remark, and the students again focus on the given exercise.	++
10:25	The teacher conducts vocabulary dictation	++
10:30	Collecting notebooks for checking	-
10:34	The teacher returns to a new topic, explains the rules, students simultaneously follow the instructions in their textbooks	++
10:40	Some students read the rules from the book, do the exercises orally, others follow	+
10:45	Teacher assigns written exercises and timed	++
10:50	The teacher checks the completed assignments and asks students to continue the discussion of the topic in pairs	--

This method helped to determine, to some extent, what factors influence the emerging fluctuations in interest in the lesson among students during the Russian language lesson: to increase and decrease the degree of their attentiveness, the results of which are discussed in detail in the *Results*.

In addition, exploring the motivational possibilities of gaming technologies and referring to the suggestopedic teaching system and suggestive presentation of educational material when teaching Russian as a foreign language at a non-linguistic university, in particular at an institute that prepares specialists in the field of architecture and construction, we conducted a survey among students studying in this direction. The purpose of conducting such a survey was aimed at identifying the opinions of students and their attitude to the teacher's use of organizational learning games and other cognitive techniques during the lessons of the Russian language. The methodology for the development and analysis of the questionnaire was borrowed from N.V. Kuzmina with the introduction of some additions [3]. Students were supposed to choose one answer from each pair of questions and emphasize it:

Attachment 1

<b>What do you think motivates you in learning Russian?</b>	<b>What does not affect your motivation in learning Russian?</b>
1. It is important that the instructor fully plans the course of the lesson in advance.	1. Drawing up a lesson plan is not of great importance for students when studying educational material.
2. It is important to introduce modern techniques and organizational learning games into the traditional training system.	2. Do not mix modern approaches and methods with traditional language teaching methods.
3. It is important for the teacher to use various drawings, stories and game technologies in the process of language learning.	3. Drawings, stories and game technologies do not affect the effectiveness of language learning.
4. It is important to conduct paired and group work.	4. It is not necessary to conduct paired and group work, but only the interaction of the teacher with the students.
5. It is important to use pedagogical games and game technologies in order to increase the productivity of the studied material.	5. Gaming technologies should only be used as a short break during or at the end of the lesson after mastering a new topic.
6. Students can also recommend their own ideas for conducting cognitive games.	6. The plan and structure of the use of gaming technologies are drawn up only by the teacher.
7. Pedagogical games conducted among students during the lesson contribute to a better memorization of the studied material.	7. Pedagogical games are not particularly important for improving the ability to retain the studied material in memory.
8. It is important to use different games: visual, auditory and requiring physical movement.	8. It is not necessary to apply various kinds of games during the lesson, as they distract students from the main goal - mastering the educational material.

In the course of our survey among students of the Samarkand State Institute of Architecture and Civil Engineering, the following coefficients were calculated: the coefficient of emotional saturation (CES) is the ratio of the number of positive answers on a scale to the number of negative ones, and also the relevance coefficient (RC) is the equality of the received number from division the difference between positive and negative responses to the number of people who took part in the experiment. [4] The results obtained from this experiment are discussed in more detail below.

### 3. LITERATURE REVIEW

A number of psychologists and teachers, linguists have devoted scientific work to study and research the theory and methodology of teaching Russian as a foreign language, in particular to students of non-linguistic educational institutions, to explore ways and ways to increase students' motivation when teaching them Russian as a foreign language. and another second language, to improve the efficiency of teaching a foreign language in a non-linguistic university: G.H. Bakieva, B.H. Karaeva, E.N. Korshunova, I.A. Kraeva, D.M. Teshabaeva, G.M. Frolova, Z.M. Shumahova, A.E Toktanyazova, E.V. Dvodnenko, N. I. Petryaeva, A.S. Kojevnikov, L. Shipelevich, N.G. Ksenofontova, N.V. Kuzmina, E.N. Platonova, G.M. Kuchinski, M.A. Kudashova, M.I. Mahmutov, A.K. Markova, R.G. Rogova, E.V. Samojlova, O.V. Nazarova, M.M. Stepanova, L.A. Meteleva, H.N. Galimova, G.A. Hohlova, S.V. Piskunova, R.V. Repina, M.A. Adamko, A.A. Potebnya and others.

### 4. RESULTS

Based on the observations mentioned above, it is worth noting about the relatively positive attitude of the majority of students of non-linguistic universities to the introduction of game elements into the traditional system of teaching the Russian language based on the presence of a number of motivational opportunities in the use of game technologies and organizational and educational games during the lesson, since games:

- contribute to the development of collective thinking activity;
- positively affect the activation of the cognitive activity of students;
- increase the adequate self-esteem of students;
- create professional motivation for learning a second language;
- contribute to the creation of a certain psychological climate, which implies conditions under which a student has a desire to listen to a foreign language, to speak another language;
- contribute to enhancing the cognitive activity of students;
- arouse interest in a relatively large number of students in learning a foreign language.

It should also be noted that of the above positive factors of using the motivational capabilities of gaming technologies, one of the important points is that games during the lesson can often create a favorable environment for psychological comfort, when a student develops a sense of satisfaction from the ability to effectively use communication skills in the studied language, which is the key to success and increased self-esteem. [1]

If we consider the results of the observation of the degree of concentration and attentiveness of students in the Russian language lesson, indicated in Appendix 1, we can see that the attention of all students in one classroom is focused on the teacher when he interacts with everyone at the same time; while the teacher is working with individual students (answering questions, checking the exercises of individual students), others have a decrease in concentration. One of the most effective ways to solve this issue is that the teacher needs to constantly maintain eye contact with students, which almost does not allow a decrease in the degree of their attentiveness during the lesson. The next important point is related to the fact that when the teacher writes at the blackboard, the degree of concentration among the students increases significantly, as they direct their full attention to the blackboard and writing on it. Students were well focused on the text assignments, but less focused when they were about to listen to the teacher's lecture. The organizational aspects of the lesson, such as distributing cards with questions to students, collecting exercise books for checking, turning on technical equipment in the classroom, affect the decrease in the degree of attention of students, therefore it is necessary to take into account that such processes are carried out as quickly as possible. Pair and group work can serve as a driving factor for both increasing and decreasing the degree of concentration, if there are no clear instructions and constant supervision from the teacher. On the basis of this observation method, a number of some

factors and techniques were identified that affect the increase or decrease in the degree of concentration of students without the inclusion of elements of games and gaming technologies.

Appendix 2 considers the second observation, which includes a questionnaire survey among a certain contingent of students with an architectural specialty in order to identify the opinions of students of a non-linguistic university in relation to the motivational features of the use of organizational learning games in the process of teaching Russian as a foreign language. If we consider the results of this experiment according to the results of the study, that is, according to the revealed coefficients of emotional saturation and relevance, in general it can be noted that the majority of students support the positive motivational capabilities of various cognitive pedagogical games for accelerated learning of a foreign language, in particular Russian in this case, and effective assimilation of new educational material. Of all the points of the questionnaire, the most clearly reflecting the importance of using gaming technologies during the lesson are points 2, 3, 5, 7, 8, for which the following indicators were obtained based on studying the opinions of twenty-four students of a non-linguistic university:

Some items from the questionnaire specified in Appendix 2	Emotional Saturation Coefficient (ESC)	Relevance rate (RR)
<b>2 point</b>	5,0	0,666
<b>3 point</b>	2,42	0,41
<b>5 point</b>	2,0	0,33
<b>7 point</b>	2,71	0,5
<b>8 point</b>	7,0	0,75

According to the above indicators, it turned out that the number of students who responded positively about the introduction of organizational and educational games, various modern gaming technologies into the traditional system of teaching the Russian language in non-linguistic universities, exceeds the number of those students who consider the use of pedagogical games to be unimportant during a Russian language lesson. at the present stage, which indicates the actual presence of motivational possibilities of gaming technologies for the majority of students of non-linguistic universities who study a second language, taking into account professional needs.

## 5. DISCUSSION

If we consider the question of what kind of gaming technologies or cognitive games can be used by a teacher in teaching Russian as a foreign student with a non-linguistic specialty, and how to determine the effectiveness of the motivational components of games, then we can see that there is no definite answer. This is due, first of all, to the fact that each teacher of a foreign language, on the basis of his pedagogical experience gained over a certain time, develops certain individual methods and techniques for both conducting a productive lesson and effectively presenting educational material. This, in turn, is associated not only with the use of existing elements of games and game technologies, but also with the development of our own pedagogical and organizational-learning games. For example, a teacher of the Russian language to familiarize students of an architecture and construction university with the topic "Orthoepy" can introduce the game elements themselves developed into the system for submitting educational material in the following way: conduct a vocabulary dictation, at the end of which students are required not only to pronounce each word in order, putting the correct stress, but also to depict the word before it is voiced, using gestures and facial expressions, while the dictation should contain words related only to the specialty in which students are trained ... For example, students of an architecture and civil engineering university can be asked the following exercise containing elements of the game, where they

need to correctly emphasize words that are often used in their field of activity: *catalog, graffiti, asymmetry, oil pipeline, industry, etc.* and try to portray those words in front of an audience before you say them. Such use of elements of games and gaming technologies in the course of teaching the Russian language in a non-linguistic university really increases the motivation of students to learn the language.

## 6. CONCLUSION

Since the formation of a positive attitude towards learning activities in a foreign language has become a serious problem in an unmotivated audience, in particular in non-linguistic educational institutions, modern teachers and psychologists continue to conduct research on the development of new and more effective approaches to solving the problem of improving the lesson of the Russian language, especially in non-linguistic universities. Organizational and educational and various other cognitive pedagogical games are widely used in teaching the Russian language at the present stage, that is, this can also be correlated with the use of a suggestopedic teaching system to accelerate the process of mastering educational material by introducing elements of games into the traditional system of teaching languages. Based on the research and observational analysis in the field of studying the motivational capabilities of gaming technologies when studying the Russian language in non-linguistic universities, the following conclusions can be drawn: despite the fact that the introduction of games or game elements into the process of teaching the Russian language in non-linguistic universities may also cause some disagreements among teachers and psychologists, the fact that games, in general, can only serve as a source of entertainment and a break from the lesson and the main purpose of the lesson - assimilation of educational material, in practice you can make sure that gaming technologies in most cases really have motivating components that awaken students' interest in effective learning of a foreign language, taking into account professional needs.

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