

Game Technologies in Teaching Russian As A Foreign Language

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Abstract: The article examines the potential of game technologies in teaching Russian as a foreign language (RFL). The advantages of gamification and educational games are analyzed in terms of increasing students' motivation, activating cognitive activity and improving the efficiency of learning language material. A classification of game technologies applicable in RFL is presented: board and role-playing games, digital games, interactive platforms. Particular attention is paid to the methodology of integrating game elements into the educational process, as well as the criteria and methods for assessing their effectiveness. The article contains practical recommendations and identifies promising areas for further research in this area.

Keywords: Russian as a foreign language, gamification, educational games, motivation, learning effectiveness, interactive technologies, digital learning.

Introduction: Modern methods of teaching foreign languages tend to use innovative approaches that ensure student engagement and adaptation to their individual needs. One of such approaches is the use of gaming technologies, which are becoming increasingly popular in the context of digitalization of education and the widespread use of Internet technologies.

Despite the obvious advantages, the systematic implementation of gaming methods in the practice of teaching Russian as a foreign language is associated with a number of methodological and organizational difficulties. Optimal strategies for using games, criteria for their selection, and mechanisms for assessing their effectiveness have not been fully determined.

The purpose of this study is to analyze the theoretical foundations and practical experience of using gaming technologies in teaching Russian as a foreign language in order to formulate methodological recommendations for the effective integration of this approach into the educational process. The objectives of the study include:

- defining the essence and classification of gaming technologies;

- identifying the pedagogical advantages of gaming methods;
- analyzing successful examples of their implementation;
- developing recommendations for the use of gaming approaches at various levels of Russian as a foreign language;
- determining the prospects for further research.

Theoretical foundations of using game technologies in teaching Russian as a foreign language

Psychological and pedagogical aspects of the game.

The game occupies a key place in the mental and social development of the individual. It contributes to the formation of cognitive functions (memory, attention, thinking), and also performs an important motivational and communicative function. The use of games in the educational environment helps to reduce anxiety, create a favorable atmosphere for language practice, and develop interaction skills.

According to O.V. Gavrilova, the use of game technologies in teaching Russian as a foreign language helps to consolidate language models in memory,

create more vivid visual and auditory images, and maintain the interest and activity of students [1, p. 7].

Game technologies in teaching Russian as a foreign language can be classified into two main categories: traditional (analog) and digital. Each of them has its own methodological features and didactic potential, which allows them to be used at different stages of language acquisition depending on the goals and objectives of training.

Traditional (analog) gaming technologies

The development of the theory of using games in the classroom, methodological OCHOB games, the definition of the social nature, the importance for the development of the student in domestic pedagogy were studied by A.N. Leontiev, L.S. Vygotsky, D.B. Elkonii and others. L.S. Vygotsky defined the game as a space of "internal socialization" of the child, a means of assimilating social attitudes [cit. according to 2, p. 152].

Traditional forms of games do not lose their relevance even in the era of digitalization of education, since they contribute to live interaction, the development of oral speech and social and communication skills. Among them, the following types can be distinguished:

a) Board games.

These games are aimed at developing lexical and grammatical skills and abilities in an interactive form. Their advantage is structure, a clear goal and the ability to repeat language material multiple times in a game form. Examples:

"Word Lotto" - helps expand vocabulary and train associative thinking.

"Make a Word" - develops word formation and spelling skills.

"Case Labyrinths" - are aimed at practicing the use of case forms.

"Verb Conjugation" - allows you to consolidate grammatical conjugation models in the form of competitive activity.

b) Role-playing games and simulations.

Such games imitate real communicative situations, providing practice in using language in functional contexts. Examples:

"In the store", "In the restaurant", "At the station" - development of dialogic speech skills and social interaction.

Professionally oriented simulations ("Job interview", "Business meeting") allow students to adapt to a specific language environment.

c) Active language games.

Form associative connections, activate attention,

memory, reaction speed and at the same time provide emotional involvement. Examples:

"Snowball" - a game of repetition and expansion of phrases, promotes automation of language structures.

"Broken telephone" - trains listening comprehension and accuracy of information reproduction.

Digital gaming technologies

With the development of information technology, digital games are becoming an increasingly popular tool in teaching foreign languages, including Russian as a foreign language. Their main advantages are multimedia, interactivity, accessibility and the ability to personalize learning.

a) Educational applications and online platforms.

Modern applications combine elements of gamification and systematic learning. Among them:

Duolingo, Memrise, Rosetta Stone - provide adaptive courses with elements of motivational reinforcement (points, levels, badges).

Specialized Russian-language applications include grammar and vocabulary trainers with support for Russian phonetics and subtitles.

b) Video games with educational potential.

Some commercial video games (quests, simulations, visual novels) provide a language environment and the ability to choose Russian as an interface or subtitles. This allows students to perceive the language in the context of:

Games based on Russian fairy tales and mythology;

Simulators of real life situations in which the player must interact with characters in Russian.

c) Online platforms for collaborative learning.

Kahoot!, Quizlet, Plickers, Wordwall are actively used to review and consolidate language material in the format of mini-games, quizzes and flash cards.

The platforms allow the teacher to track progress, engage the entire class in active interaction, and adapt tasks to the objectives of the lesson.

d) Gamified online courses.

Some online courses on Russian as a foreign language are implemented as digital quests or a series of tasks with increasing difficulty and an achievement system. They can include:

- Increasing levels of difficulty and "discovery" of new topics;
- The presence of a game plot (for example, learning a language as part of an imaginary journey around Russia);
- Interactive tasks with the possibility of real-time

feedback.

e) Virtual classrooms and simulation environments.

Programs such as Zoom, Microsoft Teams, Miro and other platforms can be adapted for conducting game lessons with elements of competition and visual stimulation. The ability to simulate communication situations using interactive whiteboards, chats and virtual rooms enhances the effect of presence and creates conditions for the development of language skills. Among the main difficulties, it is necessary to highlight the need to adapt games to educational goals, technical limitations, lack of methodological developments, the risk of excessive entertainment and the difficulty of assessing the long-term effect.

Game technologies have significant potential in the field of teaching Russian as a foreign language, contributing not only to the formation of language skills, but also to the development of motivation, cognitive activity and communicative competence of students. However, their effective use requires a comprehensive approach, including a combination of game and traditional methods, as well as ongoing methodological support for teachers. The development of this area seems to be a promising and in-demand direction in the context of modern language education.

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