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USE OF GAMES IN RUSSIAN LANGUAGE LESSONS

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ABSTRACT

In this article reveals new directions of Russian language teaching methodology in the educational process. Various pedagogical methods and forms that develop students' Russian language skills are discussed.

KEYWORDS

Methodology, Russian language, control lessons, didactic purpose, non-traditional, integrated lesson, traditional school lessons, skills.

INTRODUCTION

Fundamental changes in the life of our society affected all aspects of its life, including public education. Of particular importance were the changes that took place in national schools of various regions, where the process of teaching all academic subjects, first of all, the Russian language and literature, underwent significant changes. The language situation in most republics, insufficient attention to the teaching of the mother tongue has led to a significant reduction in the number of hours allocated to the study of Russian language and literature. In this regard, the issue of developing new programs based on the principles of

interrelated learning of the Russian language and literature has become relevant on the agenda.

Today, a new approach to life, including new demands on the education system, has been made. The main goal of education is not only the accumulation of a certain amount of knowledge, skills, and qualifications of the student, but also the preparation of the student as an independent subject of educational activity.

The activity of the teacher is at the center of modern education. The Russian language takes a central place in the primary education system. As a means of knowing the truth, the Russian language provides not

only linguistic knowledge, but also intellectual development of the child, forms the conceptual-categorical apparatus, develops abstract thinking, memory and imagination. In recent years, unfortunately, there has been a sharp decline in the interest of students in Russian language classes, there is no desire to expand children's language skills, improve literacy and speech culture. Nowadays, the most important problem that interests all teachers is to improve the effectiveness of the Russian language lesson as the main form of education and upbringing of students.

Lessons held in the same form will tire the student. The monotony of lessons for the student and the teacher reduces the effectiveness of educational activities. Do not force to teach, but arouse interest, it is the duty of the teacher to create a desire for constant learning in the student. A young student has specific age characteristics: unstable attention, predominance of visual-figurative thinking, increased motor activity, desire for game activities, variety of knowledge. All this complicates the teacher's work. In order to keep children's attention during the lesson, it is necessary to organize active and interesting thinking activities. Since traditional educational methods cannot always ensure the assimilation of the material by all students, it is necessary to skillfully organize educational activities in classes.

In order to create conditions for the formation of this activity, it is necessary to form knowledge motivation. A creative approach to the preparation and delivery of lessons for teachers can make a positive difference to children. In order to activate students, develop interest, encourage them to acquire knowledge, the teacher should implement work and other forms of lessons - their interesting varieties, and as a result, create authorship - non-traditional lessons. A Russian

language teacher cannot be guided only by formal requirements for the lesson. In order to improve his methodological activity, the teacher should know the traditional and non-traditional forms of Russian language lessons, their typology, and the specific features of lessons in the educational system. A lesson is a form of organization of education in order to master the studied materials (knowledge, skills, outlook and moral-aesthetic ideas). According to the main didactic purpose, such lessons are divided as follows:

- a lesson to get acquainted with new materials;
- a lesson to consolidate what has been learned;
- knowledge and skills application lesson;
- generalization and knowledge systematization lesson;
- knowledge and skills check and correction lesson;
- combined (mixed) lesson.
- The main stages of the educational process are divided as follows:
 - Introductory lessons;
 - Initial familiarization classes with materials;
 - Concepts, laws, rules study lessons;
 - Lessons of practical application of knowledge;
 - Mixed or combination classes.

Supervision classes serve to form the educational process and its results, the level of mastering the knowledge system (by subject, department, the entire course), students' educational and educational activity skills. Control can be carried out verbally and in writing. Any lesson, traditional or challenging, interesting or boring, has its own structure. The stages of the lesson include the concepts of goals and didactic tasks aimed at the implementation of educational, educational and developmental functions of the lesson. There are different approaches to choosing the main structural elements of the lesson. At the same time, the general

didactic structure of the lesson is distinguished by three main (generalized) structural elements:

updating previous knowledge and methods of action;

formation of new knowledge and methods of action;

applying knowledge and building skills and abilities.

It is clear to all of us that traditional school lessons include learning new materials, strengthening knowledge, skills and abilities, checking and considering acquired knowledge, analyzing control work, summarizing and systematizing what has been learned, repeating a topic or section. Recently, along with these forms of education, non-traditional or non-standard ones are also widely used. These are: competitions, trips, integrated lessons, fairy tales, themed game lessons, theater performances, "Fun and smart" contests, excursions, students learn program materials faster and better. A non-standard lesson is an educational lesson with a non-traditional (undefined) structure, which primarily contributes to the development of students' interest, their creative potential, their optimal development and education. Non-traditional forms of lessons include unlimited opportunities to eliminate the overload of students with homework by using different methods of learning new materials in the lesson. As an example of non-traditional lessons, we give the following: Types of lessons, forms of lessons:

- lessons of formation of new knowledge,
- lessons for teaching skills and competencies,
- knowledge repetition and generalization lessons,
- skills strengthening, knowledge verification and accounting lessons, expedition lessons (travel);
- integrated lessons-creative seminars, practical work role-playing games: KVN. "What? Where? When?", "Field of Miracles", "Happy Coincidence"

integrated theatrical lessons - lessons-competitions: tests, competitions Children lesson-dialogue, lesson-concert, lesson-scene, lesson-excursion, lesson-trip, lesson- they love lessons like games.

Integrated lesson. Integration, on the one hand, allows to show the "whole world" to students. The methodological basis of the integrated approach to education is the formation of knowledge about the environment and all its laws, as well as the establishment of inter-disciplinary connections in mastering the basics of science. The effectiveness of the educational process mainly depends on the teacher's ability to properly organize the lesson and choose the correct form of the lesson. Non-traditional forms of conducting lessons allow not only to increase students' interest in the studied topic, but also to develop their creative independence and teach them how to work with different sources of knowledge.

CONCLUSION

In conclusion, taking into account the age and individual characteristics of children in the study of the topic in Russian language classes, the effective use of poems, games, proverbs, quick sayings, riddles, fairy tales that are easy for the child to master is also effective in their language learning. we believe that it allows full implementation of integration.

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