

### The Role of Game Technologies and Interactive Methods in the Study of Word Formation of the Russian Language in a Foreign Language Audience

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#### ABSTRACT

*In this article, the author examines the features of the use of game technologies and interactive techniques in Russian language lessons when studying the topic of "Word Formation" in a foreign language audience. The results of the work show the effectiveness of the educational game as a means of activating the educational and speech activity of foreign students.*

Currently, when reforms are underway in our country to study foreign languages for the younger generation, the active development of modern cognitive potential, intelligence, information and communication technologies by young people, in-depth study of modern professions. In the education system, language is one of the main mechanisms. Therefore, the stages of learning a foreign language are diverse. In this article we tried to consider this issue by the example of learning the Russian language [1].

Teaching the Russian language, as is known, aims to instill practical skills and abilities in students, i.e. the formation of their communicative competence. The game gives children communicative and cognitive skills, develops their critical thinking and culture of polemics, activates speech activity, and, requiring the tension of emotional and mental forces, at the same time removes the monotony of the learning process and helps to overcome shyness, fosters goodwill and tolerance. These factors determine the expediency of introducing educational games into the context of Russian language lessons at a school with a non-Russian language of instruction, since students of this type are characterized by a disposition to improvisations, games, and performing tasks for ingenuity. Therefore, the game should become one of the main methods of teaching foreign-speaking students in Russian lessons.

In considering this problem, the object is the game as one of the main activities of the student. However, the use of game technologies and interactive techniques in Russian language lessons at school on the topic of "Word formation" is the subject of study.

The purpose of this work is to theoretically substantiate and practically confirm the effectiveness

of the use of educational games and interactive techniques as a means of activating the educational and speech activity of foreign-speaking students. To achieve the research goal, we have solved a number of tasks:

1. To investigate some psychological characteristics of students in order to take them into account when choosing games.
2. Define the concept of "educational game" and reveal its functions in the Russian language lesson.
3. Describe the types of educational games.
4. To investigate the features of the educational game in the activation of the educational and speech activity of foreign students.

Practice shows that Russian language teachers should know the characteristics of the classification of games and be able to use them in the classroom. After all, the appeal to the game in the lesson is the acquisition of specific practical skills, fixed at the level of motor skills, the translation of knowledge into experience. When using didactic games, educational tasks are also solved, for example, the education of patience and tolerance, the formation of accuracy and the ability to finish what has been started; in group work – the development of the ability to work together, listening to the opinions of other students, tolerating criticism, speaking delicately about the mistakes of their comrades; public speaking skills are acquired, the desire and ability to achieve the goal [1].

An educational game is an active independent activity aimed at mastering specific knowledge, skills and abilities and their application in practice. According to M.F. Stronin's definition, "a game is a type of activity in a situation aimed at recreating and assimilating social experience in which self-management of behavior develops and improves"

In the methodology of educational games can be divided into didactic, educating, developing and socializing.

It should be noted that the game in psychology is considered as:

- a special attitude of the individual to the world around him;
- a special activity of the child, which changes and unfolds as his subjective activity;
- socially defined, imposed on the child and learned by him type of activity;
- special content of assimilation;
- the activity during which the development of the child's psyche takes place;
- socio-pedagogical form of organization of the whole children's life, "children's society".

Each game is introduced into the educational process with a specific purpose. There are various forms and types of games in the methodology. One of them is a word game that helps solve a number of problems:

- turning a lesson from a boring event into an exciting adventure, developing children's emotional sphere, imaginative and sensual thinking;
- development of general academic skills, such as memory, attention, perception;
- formation of a sense of the word, linguistic intuition, vocabulary enrichment.

Each game is determined by different qualities, with the help of which it is easier for the teacher to work and organize the class. The following qualities of the game can be distinguished, which are its didactic values:

- play is a natural form of a child's work, an inherent form of activity, preparation for a future life;

- the game allows you not to force the child to learn, but to involve him in joint activities with the teacher;
- the game helps the child to take a fresh look at the familiar lesson, promotes interest, and therefore makes the learning process more effective;
- carrying a huge emotional discharge, the game allows you to solve not only general educational tasks, but also to bring up initiative, perseverance, the ability to find the right solution in a non-standard situation in a child;
- the collective team spirit, the desire to win, allows each child to reveal himself, and sometimes to show himself from an unexpected side.

In the structure of the educational process, the following stages of the game lesson are distinguished: the indicative stage, preparation for the game, holding the game and discussing the game [1].

In the educational process, depending on the type and topic of the lesson, various types of gaming technologies can be used. The following types of didactic games are distinguished in the methodology:

- Lesson-journey;
- Lesson-excursion;
- The lesson is a fairy tale;
- Lesson-relay race;
- Lesson-crossword puzzle;
- Entertaining dictation;
- Micro-studies.

Game technology can be included at different stages of the lesson:

- checking homework;
- games and game techniques at the stage of learning new material;
- games and game techniques at the stages of memorization, consolidation, generalization and control of the assimilation of educational material.

Most often, the classification of didactic games in the Russian language is based on the thematic principle: games are divided into sections of linguistics; at the same time, there are games that help to work out the communicative aspect. They are classified as follows:

1. Phonetic games;
2. Lexical and phraseological games;
3. Games on morphemics and word formation.

Since the purpose of our study is to consider the role of gaming technologies in the study of Russian word formation, we will focus on the third classification of games.

Word formation games are games that develop the ability to divide a word into morphemes and identify ways of word formation ("from one root", "words according to the scheme").

So, in the lesson, when studying the topic "Word Formation", you can use games such as forming a word using morphemes of other words.

The root is the same as in the word FAIRY TALE (СКАЗКА),

The suffix is the same as in the word CABBY (ИЗВОЗЧИК),

The prefix is the same as in the word EXPENSE (РАСХОД).

(narrator) (рассказчик)

My root is in the PRICE (ЦЕНЕ).

In the ESSAY (ОЧЕРКЕ), find the prefix for me.

Have you met my suffix in the NOTEBOOK (ТЕТРАДКЕ),

I'm all in the diary and in the magazine.

(Assessment) (Оценка)

To introduce games of this nature, students need to know the theoretical material on the topic being studied. Since word formation studies the structure of words and their formation, the first need is to know affixes. The most productive affixal means of word formation include suffixation, prefix, null suffixation and affixoid word formation, and suffixation turns out to be the most popular means [2].

When studying the root as a morpheme, it is possible to introduce the following gaming technologies:

#### 1. The game "Search for spies"

Residents of the house where words live with the root –вод- (вода), they ask to find outsiders.

Submariner (подводник), diver (водолаз), algae (водоросли), backwater (заводь), waterfall (водопад), conductor (проводник), water (водяной), dropsy (водянка), water skater (водомерка), clockwork (заводной).

Answer: conductor (проводник), conductor (проводник), clockwork (заводной).

#### 2. The game "The third superfluous":

Grief (горе), nagorny (нагорный), to grieve (горевать).

Sweat (пот), ceiling (потолок), sweaty (потливый).

Sea (море), wrinkles (морщины), marine (морской).

Pain (боль), big (большой), hospital (больница).

Water (вода), led (водить), watery (водянистый).

Answer: upland; ceiling; wrinkles; large; led.

When studying the suffix morpheme, the following forms of games are most productive:

The game "Magic crafts" (guess the profession, highlight the suffix):

- on a live thread (tailor) (портной)
- to cast a fishing rod (fisherman) (рыбак)
- wait by the sea for the weather (sailor) (моряк)
- play the first violin (musician) (музыкант)

The game is the most active form of human activity. A flexible system of educational games allows you to learn with interest, and from the possibility of choosing games, this interest only increases. This training model is more promising than the traditional one.

The presence of a "great teacher" — a game in the life of a foreign-speaking student should be meaningfully correlated with other types of his activities. A well-planned, well-chosen and skillfully used game, in my opinion, can be considered as important and necessary an element of educational work as a lesson. During the lesson, the game allows the student to experience the

joy of mental stress and overcoming intellectual difficulties that are associated with solving educational tasks.

As a result of such tasks, students develop the ability to determine the composition of a word, identify the necessary morphemes, distinguish single-root words, better assimilate the ways of word formation.

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