

ROLE-PLAYING AND BUSINESS GAMES IN THE CLASSROOM OF THE RUSSIAN LANGUAGE

Zayniewa Firuze Bozorovna

Teacher of SamMI department of Uzbek Language and Literature,
Russian Language

Ergasheva Dilnoza Tokhirovna

Lecturer, Department of Russian Language and Literature,
Samarkand State Institute of Foreign Languages

ABSTRACT

This article deals with the role-playing and business game as an effective method of teaching and learning Russian language. The authors consider the characteristic features, modifications of the business game, also substantiated the features of a role-playing and a business game as a method of group teaching of joint activities in the process of solving common problems in the conditions of the maximum possible approximation to various situations.

Keywords: the role of games, learning language, classroom, method of group teaching, characteristic features, role-playing, business game

INTRODUCTON

Professional games are intended for the development of creative thinking, the formation of practical skills and abilities, the development of an individual style of communication and behavior in collective problem solving. Nowadays, the educational process is impossible without the active use of modern educational technologies and effective teaching methods and new information technologies are becoming an integral part of the educational process of teaching in the Russian language. One of the forms of interactive learning is a learning game, which allows you to engage the largest number of students in the learning process and make learning interesting, exciting and fruitful. The relevance of the use of new technologies is also dictated by the needs of the intensification of learning, the need to form the skills of independent learning activities in students and the development of their creative potential. One of the most effective teaching methods are role-playing and business game. Many experts rightly paid attention to the effectiveness of using games in the learning process. Despite the attractiveness for teachers and students, until recently, game approaches as a form of education have remained on the periphery of the educational process, being just a supplement to the main methods. Only role-playing games can be called an exception, with their being included both in the educational process of school and university education, and in professional-oriented training of specialists. However, under the influence of processes in modern culture and the active development of gaming technology, the "gamification" of education acquires the character of a mass phenomenon both at school and in higher educational institutions, and ignoring these processes is not only impossible but impractical.

Business game is a modeling of practical professional activity of students using their knowledge on the topic of further specialization, improvement of language communication in different learning and speech situations. The business game is related to the topic of professional activity and is the highest stage of professional use of the Russian language by students. Business games allow participants to demonstrate an independent creative approach in solving problems at a professional level. They allow students to acquire knowledge on a communicative basis, to involve each student in active cognitive activities, to develop their independence and ability to apply the acquired knowledge in practice. The pedagogical essence of the business game is to stimulate students' thinking, increase the independence of the future specialist, bring a creative spirit to the lessons, prepare them for professional practice. These activities will help students gradually develop the necessary speaking skills. In the educational process of a non-linguistic university, it is advisable to begin the development of students' professional communication skills with role-playing games, since they still do not fully master their specialty, and in the future it is possible to move on to business games. There are a large number of forms of conducting role-playing games in professional Russian language classes: presentation, interview, distance travel, press conference, round table, teleconference, excursion, reportage, hobby club, etc. Of course, as already mentioned in the introduction, many Russian and foreign researchers have repeatedly drawn attention to the fact that role-play and business games are an effective way of organizing speech practice and an effective method of developing communicative competence. One- to the very interpretation of this technology, which can be found in the traditional literature is very one-sided: starting from everyday scenes from the everyday life and ending with the most exotic situations. As a result, may there is a misconception that the technology of role-playing games is necessary assumes high creativity of students who must come up with various stories on the go, sometimes the most ridiculous. However, such a view does not fully reveal the potential of these games, so I would like to once again draw attention to the exceptional flexibility, simplicity and efficiency of this technology, the format of which can be easily adapt to any topic, group of students and class objectives. Role-playing is the simplest form of collective action simulation. It is used to solve planning, design and management tasks. In such dramatizations, the trainees, «playing» a certain role, have the opportunity to observe the reaction of their comrades. This method is aimed primarily at developing behavioral skills in a team, the ability to analyze the nature of interpersonal relationships. The basic element of a business game is a scenario, which is a plot or description of the actions of the participants, their communication relations based on the details of the playing roles. Distinguish between social, interpersonal, official and spontaneous roles. Roles are also needed to organize the game: referees, jury (s), opponents, etc. It is advisable to distribute the roles taking into account the level of knowledge, the formation of skills and abilities, the command of the Russian language, the personal qualities of the trainees. Thus, business games, game modeling are becoming a universal means of reproducing educational, industrial, research and management activities that ensure the adoption of informed decisions in the given conditions. At the same time, they can be subdivided into simulation games; operating games; role playing; staging method; psychodrama and sociodrama. Thus, the business game forms professionally important skills and abilities, activates the creative

abilities of the individual and is able to act as a means of training not individual specialists, but teams or groups that, having received the necessary knowledge, can later successfully master their chosen professional activity.

The quest, like any didactic game suggests an active form of learning, which is formed into simulating and modeling activities (in our case, speech activity) on the basis of the studied language systems, phenomena and processes, which simultaneously connects the cognitive and entertaining beginnings. The activity of this kind presupposes the existence of rules, a fixed structure and mechanics of the game, and the assessment system. In the functioning of these elements, each participant and the team as a whole are united by solving the main task and focus their behavior on winning. The hidden element that makes the game didactic is the presence of a training task, masked and implemented implicitly through the game task, game actions and rules, when the natural desire to win becomes the motive of learning. In one case, the basis of the game content is didactic material, the actions with which being clothed in the form of a game. In another case, the didactic material is introduced as an element in the game activity, which is the main one both in form and content. As for the specifics of the quest projects in the methodology of teaching foreign languages and specifically Russian as a foreign language, it is necessary to take into account here the immediate tasks of mastering the speech and grammatical skills of the target language. The most important task of the quest game technology in mastering a foreign language is eliminating psychological barriers of perception and speech production, which is facilitated by the implicit educational goal against the background of the game

To sum up, the use of these games in the classroom significantly increases the effectiveness of teaching the professional Russian language. Gamification of the educational process has long been an effective approach to learning through simulating the trained actions and reconstructing the necessary situations. Game for adult learners to no less extent than for children, can greatly facilitate the process of assimilating the material as by removing psychological barriers, masking the learning tasks behind the game ones, as by captivating excitement and competition (on the usefulness of active methods). Methodology of teaching foreign languages has long been used sporadically different types of didactic games, role-playing games. At the same time, the massive spread of the quest form in the entertainment and tourism industry could not but attract the attention of teachers seeking to turn well-established games into a single quest-oriented whole.

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