

METHODS AND LINGUISTIC GAMES AS A MEANS OF FORMING A FOREIGNER'S COMMUNICATIVE PERSONALITY WHEN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract:

This article, based on theoretical and practical experience, describes methods of providing a comfortable teaching of a foreigner, and also reveals the features of the concept of linguistic games, as one of the options and means of forming a communicative personality of a foreigner.

Keywords: linguistic game, inofon, communicative personality, inoculture, RFL.

Introduction

In recent years, great changes have been taking place in teacher education, which cover almost all aspects of the educational process. The question of using modern pedagogical technologies in teaching foreign speakers is increasingly being raised. New methods and forms of teaching are emerging, which, in turn, represent not only various technologies for the exchange and transmission of information with the help of which the educational process is carried out, but also one large system of teaching methods aimed at developing students' communicative knowledge and improving speech skills. The main task in teaching foreign speakers is to teach practical mastery of a foreign language, to form basic knowledge, that is, the ability to carry out foreign language and international communication with native speakers. The search for new pedagogical technologies is associated with a lack of motivation among students to learn a foreign language. Experience shows that the use of various, modern, fresh sources and means provokes interest among students and increases their motivation to study.

Pedagogical technology is a set of techniques, an area of pedagogical knowledge that reflects the characteristics of the deep processes of pedagogical activity, the features of their interaction, the management of which ensures the necessary efficiency of the educational process.

Currently, the concept of "SMART" is the main purpose of the development of educational systems. The main source of knowledge is electronic, educational Internet content; technological operations are the provision of feedback from teachers and students, the exchange of knowledge between them.

Smart education is a concept that involves a comprehensive modernization of all educational processes, as well as the methods and technologies used in these processes.

Using web resources you can perform the following tasks:



- ❖ include online materials in the lesson content;
- ❖ carry out independent search for information by students as part of the work on the project;
- ❖ organize and develop reading skills using materials from the network of any degree of complexity;
- ❖ improve listening skills based on audio texts from a network of online resources;
- ❖ replenish your vocabulary with vocabulary and abbreviations of a modern foreign language;
- ❖ study the culture of a particular language

Mastering a foreign language at a university implies developing a number of competencies in students. In particular, graduates must be able to communicate orally and in writing in a foreign language and solve problems of interpersonal and intercultural interaction. Consequently, students must have certain knowledge (for example, knowledge of linguistic means) and skills (use formulas of verbal communication, formulate their point of view, etc.), and also be able to relate linguistic means to specific situations of intercultural verbal communication.

The solution to this complex, “global” problem occurs throughout the entire period of teaching a foreign language at a university and requires the use of rational and effective approaches and technologies, forms and methods of teaching. In this context, it is customary to talk about the use of new information and communication technologies, active teaching methods, and a differentiated approach. However, the “basic element” is the methods and techniques of teaching a foreign language that the teacher uses in the classroom, working directly with students. Students' knowledge and proficiency in language means and their use in communication depend on how effectively this material was presented, consolidated, and practiced.

A method that allows:

- a) motivate students to study the subject,
- b) promotes the development of language and speech competence,
- c) contributes to faster and more durable assimilation of the material, is a game.

Is the use of games in a student classroom justified? And if so, which games will best support the development of language skills? In modern science, games are considered as a method that can be effectively used in teaching a foreign language to both children and adults. It would be appropriate to provide classifications of games that will allow you to navigate which games can contribute to the development of certain language skills.

Thus, M. F. Stronin identifies the following types of games:

1. Lexical.
2. Grammatical.
3. Phonetic.
4. Spelling.
5. Creative.



The first four can be classified as so-called language ones, the purpose of which is to develop appropriate skills. Creative games are complex in nature and imply the creative application of acquired knowledge and skills in a gaming situation.

There are other classifications of games. A. V. Konysheva divides games according to their purpose into linguistic and speech (communicative). E.V. Dushina talks about linguistic games and divides them into non-communicative, pre-communicative and communicative, depending on the competencies being formed. Obviously, in all classifications we are talking about 1) games, in the process of which the material is mastered (new lexical units, grammatical structures), individual language skills (phonetic, grammatical) are practiced, and 2) games aimed at transferring the studied material and practiced skills in non-standard situations, in communication within the game. In this case, it is important to take into account the principle of didactic sequence: first, tasks are performed on memorization, reproduction (including based on a model), and then on creative application of the studied material.

For the games discussed in the article, we propose the name “word games” - all of them are related to the word, its spelling, meaning, compatibility with other words (in Stronin’s terminology, both lexical and spelling games can be included here). Word games allow students to:

- expand your vocabulary by getting acquainted with new lexical units;
- more firmly assimilate already familiar lexical units;
- practice spelling words;
- intensify speech and thinking activity;
- gets acquainted with the compatibility of lexical units, set expressions, phraseological units.

Word games include the following:

1. Anagrams
2. Crosswords
3. Search for words among letter chaos (Wordsearch)
4. "Hangman"
5. “Balda” (a word game in which you need to form words using letters added in a certain way to a square playing field).
6. “Words” (composing shorter words from one long one, often temporarily).
7. “Unscramble” (composing a word from an existing set of letters).
8. Wordchain (compiling a list of words by replacing one letter in each subsequent word, possibly based on definitions).
9. Constructor (compiling words from morphemes presented on separate cards).
10. “One letter – many words” (students name words they know starting with a specific letter of the alphabet).
11. “Last letter” (name a word starting with the last letter of the previous one; it is worth noting that in English, taking into account the unpronounceable -e at the end of a word, it may be suggested to begin a word with the last sound of the previous one).
12. “Missing letters” (guess the word only by vowels/consonants).



13. Hot Chair (guess the word by its definition, synonyms, antonyms, etc.) and others. Some of the games involve group work, team competition (for example, Hot Chair, Constructor, etc.), some involve work in pairs; games such as “Hangman”, “Anagrams”, “Wordchain” are appropriate to play frontally, presenting the material on the board.

The teacher may be advised not to “take the entire burden” of putting together a game on himself, but to delegate some of the work to students - for example, in selecting lexical units for the game within the framework of the topic. Thus, they feel involved, responsible for the correct presentation of the material, for the success of the game. And in this case, using a game in a foreign language lesson actually becomes an effective technique.

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