



## USING OF DIDACTIC GAMES IN RUSSIAN CLASSES

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### ANNOTATION

This article describes the methods of teaching Russian as a foreign language using didactic games, draws attention to the role of the game in the formation of the motivational sphere of education, analyzes the characteristic features of this type of training, and gives examples of classes.

**Keywords:** *Education, didactic games, teaching methods, teacher, students, educational process, game forms*

From the first days of the political independence of the Republic of Uzbekistan, special attention was paid to the implementation of radical reforms in the field of education in the country, its improvement to a higher level and raising it to the level of world education.

Proof of this attention is the announcement of the basic principles of state policy in the field of education and the priority of education in the field of social development of the Republic of Uzbekistan.

Each social system has such concepts as education, spirituality and enlightenment, which ensure the spiritual growth of a person, which requires a comprehensive study of the changes in the science of pedagogy in connection with the development of society.

Education is a bilateral activity of teachers and students, aimed at the conscious and thorough acquisition of knowledge, skills and competencies. At the same time, the mental abilities and interests of knowledge develop, the methods of cognitive activity are mastered, a scientific worldview is being formed.

The activity of the organizational form and teaching methodology is determined by the creative nature of the mental activity and thinking of students, which the teacher is guided during the lesson.

The conditions of educational activity are:

- interaction of students and teachers through direct and feedback;
- independent decision making and decision making;
- a growing desire to acquire professional knowledge and skills;
- student control.

It is well known that reproductive education does not produce the expected results. It's not enough for the teacher to explain the material, and the student will learn to understand, remember and apply his knowledge in practice Today, the teacher is faced with such urgent problems as the formation of a person who is able to create

innovations using his creative abilities and independent thinking. I would like to quote the wise words of our ancestors: "We worship the past and strive for the future."

It is known that in a rapidly developing world, the desire and demand for teaching and learning the Russian language is growing. Recently, in many foreign countries, the study of the Russian language is considered an urgent problem. Language training primarily depends on the pedagogical potential and skill of the teacher. At this time, modern teachers know a variety of methods and techniques of teaching the Russian language, and often teachers face an important choice, which method to apply to get the best result in a short period of time. Everyone knows that games develop thinking, as well as intelligence and consciousness.

The use of the game in the educational process is an unconventional teaching method, and rather refers to methods that are a pleasant addition to the lesson, however, it is becoming increasingly part of the practice of teaching a modern teacher. Such an interest in game teaching methods is very justified, as indicated by a number of specific reasons.

As a teacher, I have questions such as "How to teach a future person in the age of computer science?", "How to improve the quality of students' knowledge?" I think it would be advisable to use didactic games while studying in an audience. What are didactic games?

Didactic games - games that we use in the educational process as a means of language learning. The game helps the teacher to learn language and speech. The principle of communicative learning is the solution of communicative tasks by means of a non-native language. This principle is implemented in gaming activities. Below I would like to list a few game forms and tricks:

1. "Day mode" 8-10 plot or schematic pictures of the daily routine. Offer consider and then arrange in a certain sequence and explain.
2. "Alphabet in pairs" Purpose. Train letters of the alphabet and use the accusative case Realizable material. Russian alphabet. Description of the game. Two teams (two players) agree that the one who first pronounces the letter "M" wins. They queues pronounce one or two letters of the alphabet, but no more.

Example:

Player1: A

Player 2: B C

Player1: D

Player 2: E Yo

Player 1: F

Player 2: I

Player1: YK

Player 2: L M

In this case, the second player wins, since he said "M". Comment. Change the letter that "wins"; do not always start with the letter "A". In this case, you can train all the letters of the alphabet.

3. "Draw a crossword on the board" Purpose. Train spelling of famous words. Realizable material. Students must be accustomed to written vocabulary tests. Description of the game. Draw 2 crosswords on the board. Each should have 25 squares. Team1 Team2 Divide the class into two teams. Give numbers to all members of each team. When the teacher will say: "Started," number 1 of each team runs to its crossword puzzle and writes a letter in one of the squares. Then he returns and transfers the chalk to the second number. Number 2 writes one letter, transfers chalk to number 3, etc.

until all team members write a letter. Then it starts number 1 again and the game continues until all squares will not be filled.

The goal is to write as many words as possible. Words can be read vertically or horizontally. Score: one point for each letter in the word. For instance:

Р	У	Ч	К	А
Е	Л	А	О	Р
К	И	Й	Ф	Б
А	Ц		Е	У
	А			З

река= 4

улица= 5

чай= 3

кофе= 4

арбуз= 5



Always add 5 points to the team that finishes first. Otherwise, teams spend a lot of time thinking about each letter, and the game can slow down very much.

Comment. Each team needs to discuss and decide which words to write down.

4. "I am going to ...."

Purpose. Train nouns and pronunciation of names of Russian cities. In an alternative game, the goal is to train adjectives and nouns. Realizable material. Students should know the names of cities and countries, a sufficient number of nouns and adjectives.

Preparing for the game. To review the names of cities, it would be useful to conduct a "lesson" of geography before the game.

Description of the game. This game can be played in teams or in pairs. The first team or the first couple makes up the city and says, for example: "I'm going to ....". Another team (or person) asks: "Please buy me ice cream," choosing a noun that starts with the same letter as the city.

Other examples:

Team 1: I'm going to Ukraine.

Team 2: Please buy me a fishing rod.( Translated from English into Russian – купите мне УДОЧКУ)

Team 2: I'm going to Paris.

Team 1: Please buy me a pie.

Change roles so that the team that asks for something next time calls the city. No more than 10 seconds are given for a team to conceive a city or buy something.

**Score:** One point for the city, one point for the purchase of something. Both participants should use the sentences: "I'm going to ..." and "Please buy me ...". Comment. Students should choose only cities and states. Alternative. In order to train adjectives and increase the difficulty of the game, an adjective starting with the same letter as the noun should be placed in front of each noun. The above examples will then turn into: "Please buy me some soft ice cream."

5. "Comb (comb)" Purpose. Train spelling words. Review of words. Realizable material. Words should be selected from the lexical minimum. Description of the game. Divide the class into two or three teams. Then write a long word on two or three times (one for each command), leaving the spacing between the letters longer than usual.

**For instance:**

GOOD ( X O P O III O ) GOOD( X O P O III O )

The first member of each team runs out and writes the word below. The word should begin with one of the letters, which is included in the word "good." Number 2 does the same thing, then number 3, etc. They all write one word.

For example, after the fourth numbers from each team run out, the board should appear

next entry:

X	O	P	O	III	O
A	K	E	H	A	Г
Л	Н	К	А	Р	У
А	О	А		Ф	Р

X	O	P	O	III	O
И	К	У	Т	А	Б
Р	Е	К	Е	П	Е
У	А	А	Ц	К	Д

T					E
					Ц

P	H			A	
Г					

Count one point for each letter in each correctly spelled word. Give an extra 3 or 5 points to the first team to finish their “comb”, provided that they do not spend a lot of time on this. They spend a lot of time because they are trying to copy the “combs” of their comrades.

**PATTER**

It is difficult to pronounce words, phrases and sentences, And the purpose of such games improves pronunciation, diction.

In conclusion, I want to say that tasks should be built around a specific task that develops skills and speech.

These games should be entertaining in nature and develop the student's observation, resourcefulness, attentiveness and imagination. The classical language teaching method is focused on the academic study of the language, and didactic games are aimed at the successful development of oral communication abilities and ensure students' interest in classes.

All this is very difficult. “And the difficulty of teaching is to find a way to each student, to create conditions for the development of the abilities inherent in each. The most important thing is that the teacher should help the student to become aware of himself as a person, arouse interest in knowing himself, life, the world ... ”(V. F. Shatalov).

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