

GAME TECHNOLOGY AND ITS PLACE IN TEACHING RUSSIAN LANGUAGE AS A FOREIGN

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The article deals with phenomenon of game technology. Authors state that there's a close relation between language acquisition and psychological condition of students. Game helps to achieve personal internal comfort of a student but if organized in a correct psychological way and theoretically grounded. It supports language acquisition for foreigners who study Russian.

Keywords: *game technologies, foreign language learning and teaching, communicative approach, language immersion.*

ІГРОВІ ТЕХНОЛОГІЇ ТА ЇХ РОЛЬ У НАВЧАННІ РОСІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

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Розглянуто ігрові технології у викладанні російської мови як іноземної. Ігрові технології, хоч і є складовою частиною педагогічних технологій, проте досі не надто поширені у викладанні російської мови як іноземної порівняно, наприклад, з англійською. Завдання ігрового характеру допомагають іноземцям незалежно від їх віку адаптуватися до нового культурного середовища.

Гра є природним засобом освоєння дитиною навколишнього світу. Відтак, вона має стати обов'язковою частиною навчального процесу, зокрема й вивчення іноземних мов. Отже, метою статті є опис ігор, їх класифікація та визначення переваг у навчанні російської мови. Автори також подають різні способи використання гри на заняттях із мови. Ігри дають змогу студентам розслабитися й звикнути до різноманітного, багатонаціонального суспільства, у якому вони живуть і навчаються. Вони мотивують виражати індивідуальність, що є суттєвою перевагою в майбутньому соціальному та професійному житті.

Відомо, що процес усної комунікації відбувається значно простіше в умовах ігрової діяльності, коли студенти «грають» ролі, які чекають на них у подальшому професійно-соціальному житті. Завдання викладачів і фахівців із методики – розробити єдину систему завдань на основі ігрової технології, що охоплюватимуть якомога більше соціальних ситуацій. Для того, щоб студенти могли вправлятися у вивченні РЯІ та оволодівати мовними

навичками через гру, ця система має стати офіційним компонентом програми вивчення російської мови як іноземної.

Гри можуть використовуватися на різних рівнях вивчення мови. Вони підвищують продуктивність навчання й адаптаційну здатність студентів. Автори також нагадують про психолого-педагогічну цінність застосування ігрової технології в навчанні іноземної мови, її здатність впливати на внутрішній комфорт студента й успішність у взаємодії з оточенням. Автори звертають увагу на практичну значущість гри та її виховний потенціал.

Ключові слова: ігрові технології, методика викладання іноземної мови, комунікативний підхід, занурення в мовне середовище.

ИГРОВЫЕ ТЕХНОЛОГИИ И ИХ РОЛЬ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Рассмотрены игровые технологии. Авторы обращают внимание на связь между успешным овладением языковым материалом и психологическим состоянием студентов. Достичь психологического комфорта помогает методически правильно используемая игровая технология. Игра способствует более быстрому погружению в языковую среду. Определена методическая ценность и дано описание отдельных игр, которые могут быть использованы на занятиях по русскому языку как иностранному.

Ключевые слова: игровые технологии, методика преподавания иностранного языка, коммуникативный подход, погружение в языковую среду.

Statement of the problem. Using games plays an important role in learning Russian as a foreign language from the view point of language acquisition, by extending students' speaking skills, grammar and language experience. RL foreign students benefit from such kind of language immersion. It upgrades their social-mental activity through learning and memorizing new vocabulary etc.

The notion "game pedagogical technology" covers a group of methods of classroom learning in the form of pedagogical games. Game technologies are the constituent part of pedagogical technologies.

The problem of using game technologies is not a new in the theory and practice of educational process but, unlike other foreign languages, Russian needs to develop its methodological basis for using games as a system of tasks, aimed at making the process of study easier both for students and for a teacher.

Review of the latest research and publications. Working out the theory of game, its methodological basis, defining its social nature and meaning for learners had been made in the works of L.S. Vygotsky, A.N. Leontyev, D.B. Elkonin. Problems of game techniques in the

methodology for Russian language as a foreign were scrutinized by N.L. Fedotova, L.S. Kruichkova, N.V. Moshynskaya, N.B. Bytekhtina [4]. N.L. Fedotova, D.B. Elkonin and L.S. Vygotsky considered game as one of the main forms of psychological functions development and way of adult world cognition by a child. Game is important not only for balanced process of personality in childhood to teenage years. Tasks of game nature help foreign students at any age to adapt to a new language and cultural environment [4]. It's the most loyal way of including them into new conditions. That is social function of game. N.B. Bytekhtina gives the following definitions "Game is an activity, peculiar to people since birth to an old age that a person discovers a world through", "Game is a practice period before a serious deal that lies ahead in this life [3, p. 68].

Game is a way of personal self-comprehension in situations that are of too wide range in an actual life. "Game is a self-recognition and self-testing". "Game is an essential part of culture [3, p. 68]. Game is exercising in interactions.

Game pre-communicative tasks are used to develop lexical, grammar, phonetic and speech skills. They let take a step from acquisition of language tools to communication in a newly acquired language. E.g. games like "Verbal portrait", "Housewarming party", "Phone" etc. Communication games are applied to develop communicative competence in all four types of language activities.

A game is the basic, initial way for a child to perceive the world. At early ages game is the main activity that develops senses, enlarges the scope and supports in further social roles. While growing, game becomes the antonym to work, activity. For parents game becomes as well an interesting and fruitful way to organize activity of their child, to direct an enormous energy into a "good" way. Sometimes an interesting game as an exciting occupation is the only way to distract a child from misbehavior or to prevent serious consequences of wrong doings etc. The paper focuses on peculiarities of applying game technologies in teaching Russian for foreigners.

The objective of the research is applying gaming methods at teaching Russian as a foreign language within multicultural audience.

Presentation of the research material. How to master speech activity by means of game technologies? This question becomes more popular both in native (A.N. Leontiev, L.S. Vygotskiy, D.B. Elkonin, O.V. Gavrylova, A. Luchinkina, N. A. Salanovych, V.V. Andrievskaya) and foreign science (A. Talak-Kiryk, J. Hadfield, D. Crystal).

Vital importance of outlined problem is caused by a number of tasks that methodology is to solve concerning foreign language teaching: to keep students interested in learning, to simplify grammar understanding, to

follow practical purpose of learning a foreign language – applying it in everyday communicative situations; to keep students alert and attentive during the whole period of class. Game becomes an effective way to solve these tasks.

As well, one of the most important problems of foreign language teaching is learning a spoken language that makes conditions to develop communicative functions of language. Games are effective to create a friendly environment which is a true way to prevent possible conflicts within the classroom especially in a multicultural audience. Besides, oral communication is easier during game activity, when students are acting out roles that they would be facing in their further professional and social life (doctor, manager, shop-assistant etc.).

Game technologies affect all the learning processes. Pedagogical and didactical value of a game within the classroom lie in a fact that it allows its participants to fulfil themselves, take an active, leading position, to prove their occupational fitness. The aims of using a game in the process of studying are: certain skills development, speech and communication competence, psychological stability that is necessary within multicultural society, especially. Moreover, acting within the game is much more suitable for students who feel lack of confidence, who have difficulties in presenting their thoughts in public, who are afraid to make a misake and lose in front of their group mates etc.

An important part of a teacher's work is to keep a number of rules that would make it really an effective way of learning a foreign language. They are as follows: having an interesting, true life situation to act it out, to make a proper planning, so that all students will be involved, regardless of their reference level; being aware of the result. Most scientists agree that when using game technology at the class, teacher should know exactly, which skills are needed from students, what they would learn during game activity.

The advantage of using game within classroom activity is to train unprepared speech, to develop spontaneous reaction to the situation that appeared. Using a role play can be more effective than even any pair or group work – it gives more space for discussion. Game is a model of necessary social roles that students would be performing after. Game is suitable at any stage or type of work with language (grammar structures, vocabulary etc.). Game is more focused on a process itself rather than the result.

A prominent game theorist, didactician D.B. Elkonin tells about 4 basic functions of the game: a way to develop motivational-and-need sphere; a way of mental and character behavior development [7]. Game defines important personality changes and new personal qualities formation.

When playing, children learn behavioral norms. Game itself has the ability to teach, to organize, to uprear. A key fact for us to understand the true didactic value of the phenomenon of game is that a child can't ever get tired of it. Means that this kind of activity at the classroom would never be a "difficult task" for students. As they're "playing" together with teacher. And this is his feeling of professional methodological tact would prompt how to represent this kind of work to a student group in a nice, "playing" way, but filling it with logic and solving the goals desired. For that fact, a game should be worked out, based on the main objectives of a game as a social and psychological activity: 1) to entertain; 2) to communicate; 3) to compete; 4) to solve a task; 5) to develop creative abilities. Methodists define such features of game as a learning tool: highly-motivated, non-forced, personal, very private activity, studying at student body and through student community, learning with interest.

Well-known specialist in teaching methods Ye.I. Passov and M.N. Skatkin emphasize how important is game activity in the foreign language learning. "Game is just a cover, a shape that the content of it should be studying, mastering language activities"[6].

The most common type of game activity to be used in a classroom is a role-play game that reflects models of everyday interaction and communication for foreign students. Simple in its organization, this kind of game is of a great value to develop skills of spontaneous speech. "Shopping", "At doctor's cabinet", "At the dean's office", "In a restaurant", "At the market" etc. "This aspect of social relations shouldn't be neglected", as methodologists say [5, p. 141]. Foreign students don't take a risk to face threat or aggressive attitude, rudeness. The aim of a role-play is to train unprepared speech. To repeat and practice grammatical forms, standard ways of addressing, replying etc. Game within a lesson gives a chance to students either open themselves more than traditional lesson allows, or, the other way round – to hide their insecurity behind a "mask".

Conclusion. A great advantage of role play is that it brings pleasure to all participants of a process of studying. Students exercise their imagination, act easily, that's why learning material is quickly absorbed. Application of non-conventional approaches helps to consolidate language phenomena, contributes to creation of visual-oral images. It helps students to keep active and interested. Though, it can be just a single game element during the whole lesson.

Directions for future research are development of methodological basis for using game technologies at the lessons of Russian as a foreign language.

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