Game Educational Technologies in Language Teaching

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Annotation. The article is devoted to gaming educational technologies and their application in Russian language lessons. The functions and value of game forms of teaching in the educational process in a foreign language are revealed. Particular attention is paid to the classification of language and speech games. Based on an analysis of existing classifications, the authors propose their own classification, focusing on creative and role-playing games in Russian language lessons.

Key words: gaming technologies; classification of games; didactic games, role-playing games. Play as a method of learning and transferring social experience has been used since ancient times.

In modern schools, play activities are used by teachers:

➤ as an independent technology for mastering a concept, topic, and even a section of an academic subject;

➤ as an element of a more general technology;

➤ as a lesson or part of it (introduction, control);

➤ as a technology for extracurricular activities. G.K. Selevko gives the following definition of gaming technology: "this is a type of activity in situations aimed at recreating and assimilating social experience, in which self-government of behavior is formed and improved."

[3, p. 256]. The concept of "game pedagogical technologies" includes a fairly extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games. Unlike games in general, a pedagogical game has an essential feature - a clearly defined learning goal and a corresponding pedagogical result, which Kuzin A.A., Shcherbakova M.V., 2019 can be justified, highlighted explicitly and characterized by an educational and cognitive orientation [2, p. 140–146]. The place and role of gaming technology in the educational process, the combination of game and learning elements largely depend on the teacher's understanding of the functions of pedagogical games. Of particular note are the following:

1. Entertaining: strategic play is just an organized cultural space for a child's entertainment, in which he goes from entertainment to development.

2. Communicative: play is a communicative activity that allows the child to enter the real context of complex human communications. In our opinion, the fundamental difference between didactic games and exercises and tasks is that: firstly, the game does not have a given pattern of behavior, and the participant himself chooses a possible variant of speech interaction and evaluates the result of its implementation. The only limiter on the content and form of the game is the educational material (lesson topic, goal, planned results). Secondly, the game, as a rule, is competitive in nature.

A student, entering into relationships with playing partners, evaluates his strength not only in comparison with other players. The game allows him to objectively assess his capabilities. Thirdly, in the game, schoolchildren learn interpersonal and group communication, learn to choose the optimal means of resolving (linguistic and non-linguistic) conflict situations. The game develops the ability to correlate one's actions with the actions of other players, that is, to cooperate. G. Heyd divides the didactic games used in Russian language classes into two large groups: 1) "games with language material" and 2) "games in the language" [4]. The first correspond to activities aimed at systematizing language material. In this case, much attention is paid to knowledge of grammatical rules. Therefore, such games are well suited for training at the initial stage, but also for training individual structures at an advanced stage. Games with language material can be fully programmed, and therefore controlled. Wagner calls such games "transformed exercises," which do not have a gaming character, but are transformed into games only due to the presence of a competitive element. The author notes that "the closed nature of games and the leading role of the teacher become the reason for the unsuitability of games of this kind for conversation practice lessons" [5]. But this does not mean that they cannot be successfully used for certain purposes. Games with language material are introduced formally for educational purposes and serve both to reinforce structures and grammatical rules, and to automate certain speech skills. The goal of the game and its course can be easily planned in advance and clearly explained. They are suitable for educational purposes in traditional classes. Games of this kind help to systematize foreign language material in a simple game scheme: bingo lotto, games in pairs, board games, crosswords, etc. Most often, these games are introduced to practice spelling or systematize vocabulary. Didactic games "in language" are used primarily to consolidate the skills of listening, reading, speaking and letters. A didactic communicative game presupposes such an organization of joint communicative activities between the teacher and students, during which the peculiarities of the speech behavior of schoolchildren are simultaneously revealed and foreign language communicative skills are formed.

2. Creative role-playing games are one of the ways to learn foreign languages. Concepts such as role-playing, simulation, drama and play are often used interchangeably, but they actually have different meanings. The difference between role-playing games and simulations lies in the authenticity of the roles performed by students. When simulating, students play their natural role, in other words, the role they play in real life (for example, the role of a buyer or booking transport tickets). In role-playing games, students play a role that they do not play in real life (for example, a prime minister or a rock star). A role-playing game can be considered as one of the components or elements of a simulation. Thus, in role-playing, participants assign roles that they act out within a scenario. Simulation focuses on the interaction of one role with other roles rather than on the enactment of individual roles. Either way, role play prepares students for social interaction in a different social and cultural context. Role-play is therefore a very flexible learning activity, with a wide range of possibilities for variety and imagination. Role-playing games make extensive use of various communication techniques, thereby developing language fluency, interaction in the classroom and increasing motivation. Role-playing improves students' speaking skills in any situation, because almost all of the educational time in a role-playing game is devoted to speech practice, while not only the speaker, but also the listener is as active as possible, since he must understand and remember the partner's replica, correlate it with the game situation, determine how relevant it is to the situation and the task of communication and respond correctly to it. For shy students, role play helps by providing a mask with which students with communication difficulties are released. Plus, it's fun, and most students would agree that fun leads to better learning. In turn, role-playing games can be classified as follows:

3. Self-realization of the child in the game: the game allows, on the one hand, to build and test a project for relieving specific life difficulties in the child's practice, on the other hand, to identify the shortcomings of experience.

4. Therapeutic: the game is used as a means of overcoming various difficulties that students encounter during communication or learning.

5. Diagnostic: the game provides an opportunity for the teacher to diagnose various manifestations of the student (intellectual, creative, emotional, etc.).

6. Corrective: in the game, the process of making changes to the student's personal structure occurs naturally.

7. Interethnic communication: the game allows the student to assimilate universal human values and the culture of representatives of different nationalities.

8. Socialization: the game is one of the best ways to include a student in the system of social relations. The pedagogical value of the game, in our opinion, lies in the fact that it is the strongest motivational factor, since the child is guided by personal attitudes and motives. Gaming technologies contribute to the actualization of various motives for educational activities and, above all, such as:

➢ motives for communication;

➢ moral motives;

➢ Cognitive motives.

The motivation of gaming activity is ensured by its voluntariness, opportunities for choice and elements of competition, satisfaction of needs, self-affirmation, and self-realization. One of the pressing problems of modern methods of teaching foreign languages is the organization of teaching children of different ages using gaming technologies. The relevance of this problem is caused by a number of factors.

Firstly, the intensification of the educational process poses the task of finding means to maintain students' interest in the material being studied and intensifying their activity throughout the lesson. An effective means of solving this problem are educational games. Secondly, one of the most important problems of teaching the Russian language is teaching oral speech, which creates conditions for revealing the communicative function of the language and makes it possible to bring the learning process closer to the conditions of real learning, which increases motivation to learn a foreign language. Involving students in oral communication can be successfully carried out during gaming activities. We propose to classify games used in Russian language lessons into two main groups:

1. Didactic games, which include grammatical, lexical, phonetic and spelling games that contribute to the development of students' speech skills. Unlike games in general, a didactic game has an essential feature - a clearly defined learning goal and a corresponding result, which can be justified, identified explicitly and characterized by an educational-cognitive orientation. In and through didactic play, players must learn something. The didactic game is characterized by the following:

➢ connection with a specific educational goal;

➢ the ability to repeat, interrupt or start again at any time;

➢ openness, i.e. the end of the game is not precisely defined;

➢ following explicit rules that can be changed by players;

– Satisfaction from participation, absence of "consequences" for those playing (this activity should not be evaluated in any way). 1. Short-term role-playing game, which is the simplest and fastest type of game, lasting from 10 to 30 minutes. It can be based on text or dialogue. An example of this game can be presented in the form of an interview. Students are divided into pairs, after which they are given pictures depicting various problem situations (environmental pollution, deforestation, lack of food in zoos). One of the students takes the role of the interviewer, the other the role of the respondent. The task is to describe the problem and propose a solution. The game component is that experts are also appointed among the students, whose task is to create criteria for evaluation and subsequently evaluate all speakers and point out mistakes made. During this game, there is high motivation and desire of students to show

yourself, because one of the evaluation criteria may be artistry.

2. A full-fledged role-playing game in which students are provided with a description of the situation and their roles. The duration of this type of game takes on average one or two lessons. As an example, consider verbal role-playing games. This archetype of games occurs through verbal interaction between the participants.

niks describing the actions of their game characters, and a mentor, who can be a teacher, describing the realities of the game world. One of the most famous board word games is "Mafia". The role-playing game "Mafia" is very popular all over the world, and you can play it both in class and in extracurricular activities using the Internet. Students, paying attention to the progress of the game, begin to speak spontaneously. Their goal is to convince other players that one or another participant is the mafia/doctor/sheriff. The use of this game as part of the lesson helps students develop their communicative competence, teaches them to defend their point of view, persuade and encourages them to take initiative.

3. Long-term role-playing games are a more complex type of games, lasting from a series of lessons or more. When preparing long-term role-playing games, the teacher should provide students with handouts, familiarize students with the game setting through Case Study, and provide students with a clear definition of the game situation. In this archetype of games, students are given the opportunity to create their own game character. Students can choose gender, race, age, profession depending on the game offered. An example of these games is the Dungeons and Dragons series, a tabletop role-playing game. In D&D, students take on the role of fantasy heroes with their own skills and characteristics. The teacher takes on the role of a mentor who creates and describes the adventure in which the student characters take part, giving them goals to achieve and rewards for motivation. The goal of this game is to force students to act together, solving problems and puzzles that the teacher sets for them in the process of exploring the world of the game. Thus, allowing you to achieve the main goal - the development of communicative competence.

The characters created by students during this game can be used in subsequent lessons, giving students the opportunity to be whoever they want, thereby turning monotonous stories about themselves into exciting stories.

4. Computer role-playing games. Nowadays, it is difficult to imagine a person unfamiliar with computer role-playing games. Moreover, in the 21st century, a child spends most of his free time at the computer. It is computer games that can serve as motivation for a student learning a foreign language and play a huge role in his self-development. For those teachers whose students have easy access to the Internet, computer role-playing games may be a good choice. These games give interested students the opportunity to make direct contact with people from all over the world who have common interests but need to use for communication, thus emphasizing the value of language learning beyond school grades. Most computer role-playing games have the ability to train both listening and reading skills. The games have many stories, dialogues, and screensavers presented in a foreign language. Of course, using a computer role-playing game to study grammar is difficult, but creating an algorithm for training exercises is quite possible for an experienced teacher. An example of a computer role-playing game is Minecraft. This game is made in the style of a sandbox, in which participants can build and survive by cooperating with other players. Computer role-playing games, with the right approach, can help students learn not only a foreign language, but history, geography and other subjects, and also contribute to the formation of the student's meta-subject skills. However, when using computer games, it is important to follow the rules that help preserve the health and vision of students, and also not allow a good hobby to tear them away from reality. Thus, gaming technologies occupy an important place in the educational process. The wide range of role-playing games allows them to be used in any part of the curriculum. At the same time, they are a very useful tool that makes learning a foreign language interesting and memorable. Role-playing games provide a positive emotional state for students and a communicative focus of the lesson. Gaming activities are the most attractive for schoolchildren, which affects the effectiveness of teaching a foreign language.

Games have a positive effect on the formation of students' cognitive interests and contribute to the conscious development of the Russian language. They promote the development of such qualities as independence, initiative, and the ability to work in a team. Students work actively, enthusiastically, help each other, listen carefully to their comrades, and the teacher only manages their learning activities.

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