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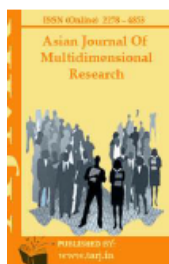
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## **USAGE OF DIDACTIC GAMES IN THE RUSSIAN LANGUAGE LESSONS**

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### **ABSTRACT**

*this article is discussed issues related to the usage of didactic games and entertaining material in the study of the Russian language. The author shows the importance of using didactic games and entertaining materials in the Russian language lessons in a lively and in a simple form. After all, the fact that the game is part of the educational process is no secret to anyone. The game helps the formation of the phonemic perception of the word, enriches with new information, activates mental activity, attention, and most importantly - stimulates speech. As a result, there is an interest in the Russian language. To develop students' interest in the subject, didactic games and their periodic use in the classroom can help to make it as joyful and exciting as possible. In the game in the classroom, students develop mental processes, and the material studied is absorbed and memorized better than in ordinary classes. Education is built in such a way that there are no purely grammatical lessons in it, theoretical explanations are minimal, with the help of well-thought-out tasks and exercises, students are brought to grammatically correct speech. Game tasks are organically included in the lesson, becoming its natural continuation. Fun elements can be used at different stages of the lesson: when checking homework, explaining new material, its consolidation, control, etc. The interest in learning activities among students increases dramatically if activities include in the game situation. During the game activities students do not act under duress. The goal of the game is to help, make serious, hard work entertaining and interesting for students. A didactic game of an educational nature brings the child's new cognitive activity closer to what is already familiar to them, facilitating the transition from play to serious mental work.*

**KEYWORDS:** *Interactive, Characterizing, Difficulties, Practical Goals, Lexical Combinations, didactic Games, Multiple Repetitions, Entertaining Material.*

## INTRODUCTION

The interest in learning activities among students increases dramatically if activities include in the game situation. During the game activities students do not act under duress. The goal of the game is to help, make serious, hard work entertaining and interesting for students.

Didactic game is a very effective method for the development and improvement of cognitive, mental and creative abilities of children. The game as one of the main types of activity in the life of children is given the necessary place in the educational work. The similarity and stereotyped classes reduces the interest in learning, makes the learning process boring and unpromising. To develop students' interest in the subject, didactic games and their periodic use in the classroom can help to make it as joyful and exciting as possible. In the game in the classroom, students develop mental processes, and the material studied is absorbed and memorized better than in ordinary classes.

In the methodology of teaching a non-native language, there are two main principles: communicativeness and taking into account the characteristics of the native language. Communicativeness, as a category of methodology, not only deny, but involves the recognition of the grammar of a non-native language. Giving the latter a service role, communicativeness subordinates it to the objectives of the development of oral and written speech. Education is built in such a way that there are no purely grammatical lessons in it, theoretical explanations are minimal, with the help of well-thought-out tasks and exercises, students are brought to grammatically correct speech.

The usage of didactic games contributes not only interest in learning, but also improves the quality of training itself, and increases the strength of acquired knowledge. In the game, the student with great interest and willingness does what he thinks is very difficult and uninteresting. V.A.Sukhomlinsky said about this that “a child is an inquisitive researcher who knows the world, makes new discoveries through the game. The game is a huge bright window through which the life-giving stream of ideas, concepts about the world around it, digs into the spiritual world of the child. The game is a spark that kindles the light of inquisitiveness and curiosity”

With the help of games, it is possible not only to form certain educational abilities and skills, but also to develop in children such mental processes as attention, memory, logical thinking, etc., which are necessary for successful, accessible and interesting learning.

At the same time, the introduction of elements of entertainment in educational activities will bring the educational process closer to natural communication, relieve tension, and enable students to develop their best qualities and creative abilities.

When using didactic games, educational tasks are also solved, for example, the cultivation of patience and tolerance, accuracy, the ability to bring the job to the end. In group work - the ability to work in groups, listening to the opinions of other students, tolerant of criticism, delicately speaking about the mistakes of their comrades; acquired public speaking skills, desire and ability to achieve the goal.

Games reduce the degree of psychological stress, promote the creation of positive emotions in children, and help the effective mastery of knowledge. Didactic games get along very well with “serious” learning. The inclusion of didactic games and game moments in the classes makes the learning process interesting and entertaining, creates a cheerful working mood among students, and facilitates overcoming difficulties in mastering educational material.

But not every game has an educational value, but only one that acquires the character of cognitive activity. A didactic game of an educational nature brings the child's new cognitive activity closer to what is already familiar to him, facilitating the transition from play to serious mental work.

Each type of entertainment must necessarily pursue certain educational goals. Game tasks are organically included in the lesson, becoming its natural continuation. Fun elements can be used at different stages of the lesson: when checking homework, explaining new material, its consolidation, control, etc.

There is no clear classification of games by type. There are some types of games:

- sensory education games
- word games
- nature learning games
- on the formation of mathematical representations

There are several types of didactic games, grouped by type of student activity:

- travel games
- games - errands
- games - assumptions
- puzzles
- games - conversations (games - dialogs)

One of the most effective means that can cause interest in classes in the Russian language is precisely the didactic game.

After all, the fact that the game is part of the educational process is no secret to anyone. The game helps the formation of the phonemic perception of the word, enriches with new information, activates mental activity, attention, and most importantly - stimulates speech. As a result, there is an interest in the Russian language. Not to mention the fact that didactic games in the Russian language contribute to the formation of spelling vigilance of students.

The teacher should always take into account that games should correspond to certain educational tasks, program requirements for knowledge, skills, be consistent with the material being studied and be structured taking into account the preparedness of students and their psychological characteristics and be based on certain didactic material and the methodology for its application.

In the classes of the Russian language, it is necessary to strive for the implementation of the leading linguistic and methodical principle, which determines the content of the initial course of the Russian language, - this is an interconnected study of all its sides: lexical, phonetic, grammatical and syntactic. Such a study of language creates the opportunity for students to recognize it as a means of communication between people.

There are some didactic games that can be used in Russian language lessons when studying the topic "Adjective Name".

Game "Showcase". In a bookstore on a showcase words. You can buy words for questions. The less you ask questions, the cheaper you get it.

(watermelon, strawberry, banana, lemon, cucumber, tomato, pencil, book, house, river, student, bread, grandmother, wolf, crocodile, gingerbread man)



Game "Remember". The game is aimed at the development of attention and auditory memory. The teacher selects a circle of vocabulary for the game. For example: "Adjective" and he calls the first word "good". The first student repeats this word and adds his own, for example, "delicious". The next student names the first two words and adds a third, etc. If someone has forgotten or mixed up a word, he drops out from the game. The winner is who has not made any mistake.

The game "Teremok". In the 1st tower lives the word "wolf", in the 2nd tower the word "fox", in the 3rd tower the word "swamp", in the 4th tower the word "geese". Each chooses a word and says how it fits the word and welcome to the teremok. (wet, interesting, tasty, big, nimble, black, light, sunny, funny, toy, sharp, high, deep, multi-story, funny)

### **The game "Guess the riddles"**

1. *As red as a fire,*

*With a fuzzy tale.*

*He likes long walks.*

*It is ... (a fox)*

2. *I can be red and yellow.*

*I also can be green.*

*I may be the home of a hungry worm,*

*So make sure I am clean. (an apple)*

*The game "In the Country of cartoons"*

1. Who voiced the role of the wolf in the film "Wait a minute"? (A. Papanov)
2. What was the name of the donkey from the movie about Winnie the Pooh? (Eeyore)
3. What title does Munchausen have? (Baron)
4. What was the name of a friend of Winnie Pooh? (Piglet)
5. What city were the famous musicians from? (Bremen)
6. How many piglets are from cartoon and what were their names? (Three Nif Nif, Naf Naf, Nuf Nuf)

### **Guess the Tale**

1. The father has a strange, unusual wooden boy,

He has a long nose, what a fairy tale? That is the question. (Golden Key)

2. They waited for mom with milk, and let the wolf into the house.

Who were these children? (The wolf and the seven Young goats)

3. Cups run away from the sloven, spoons and crutches

She searches for them, calls and tears on the road. (grief of Fedorin )

4. And the road is far, and the road is not easy,

Would sit on a stump, eat a pie. (Masha and the Bear)

**Game “Wordbuilding” There are mixed words in front of you. You need to solve tales.**

1. СpКаная окчаШпа (Красная Шапочка)
2. ЙотЗоло лКчюки (Золотой ключик)
3. енмБесекир ызуМкынакт (Бременские музыканты)
4. НОсялаи рукаШ (Ослиная шкура)
5. ЛЬекиАнй кевЦчеот (Аленький цветочек)

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