

DEVELOPMENT OF ETHNOLINGUOCULTURAL COMPETENCE OF SCHOOL STUDENTS THROUGH GAME-BASED ACTIVITIES IN RUSSIAN AS A FOREIGN LANGUAGE LESSONS

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Abstract: The article examines the possibilities of using game-based activities in the process of developing the ethnolinguocultural competence of 5th-grade students during Russian as a Foreign Language lessons in Uzbek schools. The significance of the ethnocultural component in teaching Russian as a foreign language is analyzed, and the pedagogical potential of game technologies aimed at developing students' linguistic, communicative, and cultural skills is revealed. Special attention is paid to didactic games as an effective means of increasing motivation to learn Russian, developing intercultural interaction, and fostering respectful attitudes toward another nation's culture. The article provides examples of game-based tasks focused on studying Russian everyday life, traditions, and holidays.

Keywords: Russian as a foreign language, game-based activities, ethnolinguocultural competence, Uzbek school, intercultural communication, game technologies, teaching Russian as a foreign language, didactic games.

Introduction

The modern education system is focused not only on the formation of subject knowledge but also on the development of students' personalities capable of intercultural interaction and effective communication in a multicultural environment. In the context of globalization and active international cooperation, the importance of learning foreign languages as a tool for intercultural communication is increasing. A special place in the educational environment of Uzbekistan belongs to the Russian language, which continues to serve as a language of interethnic communication and cultural interaction.

In the process of learning Russian as a foreign language, an important role is played not only by mastering the lexical and grammatical system of the language but also by understanding the culture of its native speakers. Language and culture are closely interconnected: traditions, values, peculiarities of worldview, and national mentality are reflected through language. Therefore, teaching Russian as a foreign language requires the inclusion of an ethnocultural component.

One of the effective ways of developing students' ethnolinguocultural competence is game-based activity. Game technologies make it possible to create a natural communicative environment, increase students' motivation, activate their cognitive activity, and make the learning process more interesting and emotionally engaging. The use of games is especially relevant in the 5th grade, since students of this age are characterized by high emotionality, a need for activity, and a desire for collective forms of work.

Ethnolinguocultural Competence as a Goal of Teaching Russian as a Foreign Language

Ethnolinguocultural competence is a set of knowledge, abilities, and skills that ensure successful intercultural communication. It includes understanding the cultural characteristics of a people, mastering speech etiquette, and knowledge of traditions, customs, and norms of behavior of native speakers.

The formation of this competence is particularly important when teaching Russian to students in Uzbek schools, since Russian is studied in a different cultural environment.



Successful communication requires not only knowledge of grammar and vocabulary but also an understanding of the cultural context in which language units are used.

Learning Russian through culture contributes to the development of students' respectful attitudes toward other peoples, broadens their horizons, and forms intercultural interaction skills. Including materials about Russian everyday life, holidays, traditions, and national characteristics in the educational process makes learning more meaningful and closer to real communication.

Game-Based Activity as a Pedagogical Technology

Game-based activity is one of the most effective educational technologies in modern pedagogy. The use of game methods makes it possible to intensify the learning process, increase students' motivation, and create a favorable psychological atmosphere in the classroom.

The pedagogical value of games lies in their ability to develop cognitive activity, creative thinking, independence, and communicative skills of students. During games, schoolchildren not only acquire new material but also learn to interact with one another, make decisions, and apply knowledge in practical situations.

Game-based activity is especially important in teaching Russian as a foreign language. Games help overcome the language barrier, reduce fear of making mistakes, and create conditions for the natural use of language in communication. In a game format, students more easily acquire new vocabulary, speech patterns, and cultural information.

Different types of games are used in the methodology of teaching Russian as a foreign language:

- lexical games;
- grammatical games;
- role-playing games;
- communicative games;
- plot-based games;
- interactive and digital games.

Each type of game is aimed at developing specific skills and competencies.

The Role of Game Technologies in the Development of Ethnolinguocultural Competence

The use of game technologies contributes to more effective assimilation of cultural information. Through game situations, students become acquainted with Russian traditions, holidays, national symbols, norms of speech behavior, and everyday realities.

For example, while studying the topic "Russian Holidays," role-playing games can be used in which students act out scenes of celebrating New Year or Maslenitsa. This helps not only to memorize new vocabulary but also to understand the peculiarities of Russian culture.

Games make it possible to model real communicative situations: visiting guests, congratulating someone on a holiday, family traditions, buying souvenirs, and other everyday situations. Such tasks develop intercultural communication skills and form the ability to use speech formulas appropriately in different situations.

Comparative tasks aimed at comparing Russian and Uzbek cultures are of particular importance. For example, students may be asked to compare the traditions of celebrating Navruz and Maslenitsa, the peculiarities of national cuisine, or family customs. Such tasks help students



realize cultural diversity and foster respect for other peoples.

Examples of Game-Based Tasks

“Guess the Holiday”

The teacher describes the traditions of a Russian holiday, and students must identify its name. The game develops listening skills and expands students’ cultural knowledge.

“Russian House”

Students are given cards with images of Russian household items (samovar, matryoshka doll, Russian stove, balalaika). They must name the object and explain its significance in Russian culture.

“Visiting a Russian Family”

A role-playing game simulating a visit to guests. Students use speech formulas for greetings, gratitude, invitations, and congratulations.

“Find Similarities and Differences”

Students compare Russian and Uzbek traditions and discuss the peculiarities of national cuisine, clothing, and family holidays.

Such game-based tasks make lessons more lively and emotional and contribute to the active involvement of students in the educational process.

Conclusion

Thus, game-based activity is an effective means of developing the ethno-linguocultural competence of 5th-grade students during Russian as a Foreign Language lessons in Uzbek schools. The use of game technologies makes the learning process more motivating, communicatively oriented, and culturally rich.

Games help students not only master linguistic knowledge and speech skills but also become acquainted with Russian culture, develop intercultural tolerance, and gain the ability to communicate effectively in a multicultural environment.

The inclusion of an ethnocultural component in teaching Russian as a foreign language contributes to a deeper understanding of the language and to the formation of a personality open to intercultural dialogue.

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