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## GAMIFICATION IN RSL CLASSES AND FORMATION OF COMMUNICATIVE COMPETENCE AMONG FOREIGN STUDENTS AT THE INITIAL STAGE OF TRAINING

## ГЕЙМИФИКАЦИЯ НА ЗАНЯТИЯХ РКИ И ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ- ИНОСТРАНЦЕВ НА НАЧАЛЬНОМ ЭТАПЕ ОБУЧЕНИЯ

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The article examines the role of gamification on the whole and the educational game in particular in the development of the communicative skills of foreign students at the initial stage of RSL training. Games and creative tasks of a problem-oriented nature seem to be the most productive in solving communicative tasks.

В статье рассматривается роль геймификации и образовательных игр развитии коммуникативных навыков иностранных студентов на начальном этапе обучения РКИ. Учебные игры и творческие задания проблемно-ориентированного характера представляются наиболее продуктивными при решении коммуникативных задач.

*Keywords:* gamification of the educational process; educational games; communicative competence.

*Ключевые слова:* геймификация образовательного процесса; учебные игры; коммуникативная компетенция.

When learning a foreign language, complex mental and speech activity is performed. Mastering all types of speech activity in a foreign language (listening, speaking, reading, and writing), students face different types of difficulties: from physical, related to the peculiarities of articulation in a foreign language, to psychological, dictated by the subjective peculiarities of perception of each particular student, the specifics of intonation or facial expressions of the speaker.

One of the effective ways to form communicative competence when learning a foreign language is an educational game. It performs several functions like

*training*, the one directly aimed at obtaining knowledge, mastering a set of professional competencies; *motivating*, designed to stimulate the learning process, activating the creative activity of the student; *focusing*, the main task of which is to form the ability of students to navigate the language situation and choose the appropriate means of communication; *compensating*, aimed primarily at bringing educational activities closer to the conditions of real life.

In the practice of teaching RSL, gamification of the learning process and application of educational games and creative tasks are used both in intensive training and comprehensive professionally oriented education.

The main advantage of the educational game is effective assimilation of the studied material and overcoming the psychological barrier of foreign language communication.

At the initial stage of RSL training, creative and gaming activity is expressed in the form of communicative games aimed at mastering the elementary and basic course of the Russian language.

The modern methodology of teaching RSL emphasizes the principle of consciousness and activity in learning. Its essence lies in the conscious assimilation of knowledge by students in the process of active, inclusive cognitive and practical activities. In such conditions, the role of the educational game is increasing in a greater extent than ever, which can create a favorable psychological climate in a group of students, activate their creative activity and thereby increase the cognitive interest of students in the disciplines studied, include them in an active subject dialogue, which will eventually lead to an increase in the professional competence of students.

It should also be noted how, with the era of the pandemic and the rapid development of educational software used in online and remote formats, educational games themselves have changed. Firstly, they have become much more interactive. Secondly, they do not focus on the teacher as an active presenter and initiator of the game – now students can independently practice various language skills in a through-play- way, repeatedly playing the educational game. Therefore, it seems that games like “Throwing the ball” for practicing, for example, a particular language construction are a thing of the past. The teacher is no longer a song- and- dance person, but rather the creator of interactive application software who controls the performance of a game task, the main objective of which remains the achievement of an educational goal.

Therefore, it is advisable to use different types of educational games at the initial stage of training. Such use of games on digital devices will be useful when practicing grammatical skills, which will later be output by students into speech. And here it is possible to give students tasks in a playful way, for example, to complete a quest using the language forms of acquaintance, a

polite question, when working out the search for a certain place, conditionally a game like “How to get to the library?”).

It should be noted that the use of problem-oriented tasks in teaching foreign students, in addition to a sufficient level of language proficiency, requires students to have special skills, for example, skills to work with information – texts of different genres; abilities to creatively rethink information; search for new solutions to problems and the ability to predict the results of their activities. With regard to communication skills, educational games and creative tasks contribute to their development and greater improvement, because without the ability to listen and hear the interlocutor, to defend one’s own point of view, supported by arguments, the ability to conduct a discussion and find a compromise with the interlocutor, the ability to express one’s thoughts in a laconic and understandable way, it is impossible to solve the set communicative tasks.

Thus, the more active introduction of game forms of learning is due to a gradual paradigm shift in education: from reproductive to productive activity, and the implementation of the principle of conscientiousness and activity in learning. Gamification possibilities contribute to the development of the language at a higher level: in the learning process, there is a gradual transition from non-communicative game forms to problem-search, problem-oriented communicative forms that require students to use data from different fields of knowledge, taking into account intercultural communication, their own practical experience. When choosing game forms, the teacher is guided primarily by the goals and objectives of training, aimed both at mastering the formal and substantive side of learning, and at forming a set of competencies, including communicative.

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