

**GAME-BASED AND PROBLEM-ORIENTED TECHNOLOGIES IN TEACHING THE  
RUSSIAN LANGUAGE: OPPORTUNITIES AND LIMITATIONS**

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**Abstract:** The article examines the didactic potential of game-based and problem-oriented technologies in teaching the Russian language. It highlights that game methods stimulate cognitive activity, increase student motivation, and enhance communicative skills. The problem-oriented approach, in turn, helps develop analytical thinking, the ability to independently identify linguistic patterns, and apply them in practice.

**Key words:** game-based technologies, problem-oriented learning, Russian language, motivation, didactic potential.

**Аннотация:** В статье рассматриваются дидактические возможности игровых и проблемно-ориентированных технологий при обучении русскому языку. Подчеркивается, что игровые приемы способствуют активизации познавательной деятельности, повышению мотивации и развитию коммуникативных умений учащихся. Проблемно-ориентированный подход, в свою очередь, помогает формировать аналитическое мышление, умение самостоятельно находить языковые закономерности и применять их на практике.

**Ключевые слова:** игровые технологии, проблемно-ориентированное обучение, русский язык, мотивация, дидактические возможности.

Modern education is developing in the context of the constant renewal of the content of instruction and the expansion of a teacher's methodological toolkit. The focus of educators and researchers today is on approaches that can improve the quality of learning while simultaneously maintaining stable student motivation. In this regard, game-based and problem-oriented technologies gain particular relevance, as they open new possibilities for implementing activity-based and learner-centered approaches in teaching the Russian language.

Game-based methods have traditionally been regarded as an effective means of engaging learners in the educational process. They help create an emotionally comfortable atmosphere, stimulate active participation, and make learning more dynamic. Through modeling communicative situations, role-playing activities, and creative tasks, students naturally acquire speech patterns and grammatical structures, which contributes to the development of linguistic competence.

Problem-oriented learning, on the other hand, focuses on independent problem-solving, the formation of critical thinking, and the ability to apply knowledge in new contexts. When studying the Russian language, this approach helps learners comprehend complex linguistic phenomena by posing problem-based questions, analyzing linguistic material, and forming hypotheses. Such a strategy deepens students' understanding of the language system and enhances their intellectual autonomy.

Despite the evident advantages of game-based and problem-oriented technologies, their implementation is associated with certain challenges. Effective organization of such lessons requires a high level of methodological expertise from the teacher, including the ability to combine various types of activities and to take into account the age-related, psychological, and individual characteristics of the learners. Moreover, excessive reliance on games may distract students from learning goals, while overly complex problem tasks may cause difficulties and reduce confidence in some learners.

An analysis of the use of game-based and problem-oriented technologies in teaching Russian shows that both methods have significant potential for developing students' speech, communicative, and cognitive skills. Experiments and methodological testing confirm that incorporating games and problem situations enables students to absorb linguistic material more actively and to demonstrate greater independence in learning. The use of games makes the learning process less formal and more motivating. The positive effect is especially evident in lessons devoted to vocabulary, grammar, and the development of oral communication skills [1].

A role-playing activity titled “**Press Conference**” is particularly effective when teaching the topic “Complex Subordinate Clauses.” Students are assigned the roles of journalists and a speaker. The task requires them to formulate questions and provide answers using specific grammatical constructions. This approach reinforces practical grammar application and simultaneously develops both monologic and dialogic speech skills.

The lexical game “**True or False**” is one of the most efficient tools for actively forming and expanding students' vocabulary [2]. Its distinctive feature lies in the combination of competition, intellectual inquiry, and linguistic analysis. During the game, students are not only introduced to new words but also learn to critically evaluate information, which deepens their comprehension of lexical material.

The teacher prepares a list of statements, each containing an unfamiliar, newly introduced, or deliberately distorted definition of a word. Participants must determine whether the given meaning is accurate or invented.

**Example statements:**

1. The word “корифей” means “leader, acknowledged master.” — **True.**
2. “Серпантын” is a type of festive drink. — **False.** (In reality, it is a long paper strip.)
3. “Панацея” means a universal remedy for all diseases. — **True.**
4. “Филигранный” means “coarse, careless.” — **False.** (On the contrary, it means “very delicate work.”)
5. “Плинка” is an ancient Russian musical instrument. — **False.** (It is a thin brick used in ancient Russian architecture.)

This format increases student engagement because learners are eager to test their predictions — and occasionally, their intuition.

**Development of lexical inference skills**

Students learn to “decode” word meanings through:

- contextual clues,
- morphemic analysis,
- associations,
- comparison with familiar words.

They learn to correlate the provided information with their own linguistic experience, which enhances critical thinking. Research indicates that words provoking an emotional reaction—surprise, doubt, excitement—are remembered **2–3 times better** than words from a standard vocabulary list [3].

The game format creates an element of surprise, intrigue, and competition. According to surveys conducted among students of humanities faculties, **70–80%** report that game-based tasks make lessons “more interesting,” “easier to understand,” and “less formal” [4]. The positive effect is especially significant among students with low confidence or those who remain passive during traditional academic activities.

**During the game, students:**

- actively use their linguistic intuition;
- frequently ask clarification questions (e.g., “In what contexts is this word used?”);
- attempt to justify their choices, which strengthens argumentation skills;
- expand their active vocabulary more rapidly.

**Teachers note that after systematic use of the game:**

- students begin using rare or less familiar words more confidently;
- the fear of making mistakes decreases;— independent information-seeking skills increase.

**However, despite its advantages, the game requires thoughtful preparation.** Difficulties may arise if:

- the statements are too complex,
- students lack contextual support,
- the activity is conducted too quickly without discussion.

Therefore, it is important to conclude the game with a short follow-up analysis: explaining word meanings and providing examples of their use in speech. Such reflection consolidates learning and ensures that the lexical material becomes part of students’ active vocabulary.

The conducted analysis demonstrates that game-based and problem-oriented technologies possess significant potential in teaching the Russian language and can substantially increase the effectiveness of the educational process. Game-based methods create a positive emotional environment, stimulate verbal activity, and enhance learning motivation. Through role-playing tasks, lexical games, and the modeling of communicative situations, students acquire new grammatical and lexical structures more easily, which fosters a stable interest in the subject.

The problem-oriented approach, in turn, enables learners to independently discover linguistic patterns, analyze complex language phenomena, and formulate their own conclusions. Such tasks develop critical thinking, the ability to identify key information, compare examples, and test hypotheses. As a result, the learning process takes on a research-oriented character, and the knowledge gained becomes more meaningful and long-lasting.

However, the analysis also revealed certain limitations associated with these technologies. Game-based activities require clear organization and continuous monitoring, as there is a risk that students may become distracted from the learning objectives. Problem-based learning, on the other hand, is more time-consuming, demands extensive discussion, and may pose challenges for less-prepared students. The effectiveness of both methods depends directly on the teacher’s professional competence, their ability to select appropriate tasks, and their consideration of learners’ age-related and individual characteristics.

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