



## ELEMENT OF COMPETITION IN THE CLASSROOM ON RUSSIAN LANGUAGE

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### ANNOTATION

*This article discusses issues related to effective teaching of students in Russian classes.*

**KEY WORDS:** *educational process, games, effectiveness, subject matter.*

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## ЭЛЕМЕНТ СОРЕВНОВАНИЯ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ

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### Аннотация

*В данной статье рассматриваются вопросы, связанные с эффективным обучением студентов на занятиях по русскому языку.*

**Ключевы слова:** *учебный процесс, игры, эффективность, тематика.*

### DISCUSSION

One of the ways to develop cognitive interest associated with the use of the emotional factor of communication is to introduce an element of competition into the educational process.

The stimulating influence of the introduction of competition in the educational process is explained by the action of the approximate research reflex inherent in each individual, which is manifested in this case in the form of a desire for self-affirmation and self-expression. Training activities in competition are motivated by the desire to understand as much as possible, to perform the task better, to Express your thoughts more accurately. An element of competition can be introduced into all speech actions of the

trainees, thereby stimulating their initiative in performing speech actions and their interest in achieving the goal of these actions.

When you add a competition element, completing tasks turns into a kind of game, a game with a competition element.

The effectiveness of using games-competitions in the educational process at the Institute, in particular in the process of mastering a second language by students, is that they, raising the emotional tone of students, contribute to the successful completion of tasks, causing such motivating forces as initiative and motivation of actions, facilitate the performance of difficult tasks, the solution of complex cognitive tasks.



Especially valuable is the use of game suggestions when generalizing, repeating and fixing the material of a certain thematic cycle of classes. The competition element can also be entered in the performance of independent homework. For example, you can arrange a competition between students in order to find and write out more examples of the use of certain constructions in textbooks on the specialty in Russian, select more Proverbs, sayings or riddles with a phrase of a certain form, and so on. These tasks encourage students to review a large number of materials on the specialty in Russian, pay attention to the language form of these materials.

Competition in who will respond better and more correctly to the teacher's remark, build their utterance more fully and correctly depending on a particular speech situation, encourages students to mobilize attention, implement all their speech skills.

Using the element of competition, you can put in the form of a game the process of performing many exercises aimed at developing productive speech actions.

For example, in the game "guess-ka", the teacher hides a card on which a certain phrase from the studied text is written. Trying to guess it, students name a lot of similar phrases.

Several games with a competition element that can be used when pinning and repeating any topic:

1. Who will find more?

Competition in finding structures of a certain shape in dictionaries, texts, articles, and other materials.

2. The hidden question.

One of the students (the driver) leaves the classroom for a few minutes. At this time, the teacher writes a question on the Board that the players should remember and quickly erases it. The driver comes in: everyone he addresses must give their own version of the answer to this question. According to the answers, the driver must guess the hidden question. The driver is replaced by the one whose answer he guessed the question. The game is repeated.

Another version of this game: the driver, hiding the card with the question, gives the answer to it. Based on the content of this answer, students should guess which question is written on the card.

Not individual students, but small groups can compete in the successful completion of the task.

Several games for group competitions:

1. Relay race.

Each group receives a card with a task: write a phrase with a specific word, write a phrase, or continue the story by adding a phrase that matches the meaning. The student, after receiving the card, completes the task and passes the card on.

Each of the students has the right to write one phrase, phrase or sentence. The group that completes the task faster and with fewer errors wins.

2. Who is better?

Groups compete with each other in who is better and faster to write a characteristic of one of the students, a letter to friends, a memo, the minutes of the meeting.

Students are very interested in quizzes. It is desirable to conduct quizzes after studying certain thematic cycles.

The group is divided into two teams. The teacher offers students questions, the answer to which must be found independently, and in the course of the game to ask members of the opposing team. Students come up with some of the questions themselves. At the game itself, students collectively discuss the questions asked, and then one of them gives an answer. The head of the game is appointed, he gives tasks, counts the correct answers and summarizes the results.

These and other similar games not only help to stimulate interest in the Russian language, but also foster such valuable qualities as a sense of camaraderie and mutual support. Weak students, joining the General rhythm of the competition, overcoming self-doubt, begin to work more successfully, try not to make mistakes and complete tasks faster.

## LITERATURE

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