BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

GAMIFICATION OF RUSSIAN LANGUAGE TEACHING AT UNIVERSITY: DIGITAL MODELS AND LINGUISTIC QUESTS

Бозорова Назокат Бахтиёровна
Uzbekistan State University of World Languages

Аннотация:
В статье рассматривается практический опыт применения игровых цифровых технологий (интерактивных платформ, лингвистических квестов и образовательных Telegram-ботов) на занятиях по русскому языку в высшей школе. Автор анализирует, как геймификация (обучение с элементами игры) помогает студентам легче усваивать сложные правила орфографии, пунктуации и культуры речи, повышает их мотивацию к предмету и снимает психологический барьер перед ошибкой. В работе детально описываются три методические модели интерактивных заданий и приводятся подробные результаты сравнительного педагогического эксперимента.

Ключевые слова: методика преподавания русского языка, геймификация, цифровые инструменты, интерактивное обучение, орфография, культура речи, Telegram-боты в образовании.

Abstract:
The article examines the practical experience of using digital gaming technologies (interactive platforms, linguistic quests, and educational Telegram bots) in Russian language classes in higher education. The author analyzes how gamification (game-based learning) helps students more easily master complex rules of spelling, punctuation, and speech culture, increases their motivation for the subject, and removes the psychological barrier to making mistakes. The paper describes in detail three methodological models of interactive tasks and provides comprehensive results of a comparative pedagogical experiment.

Keywords: methods of teaching the Russian language, gamification, digital tools, interactive learning, spelling, speech culture, Telegram bots in education.

Annotatsiya:
Maqolada oliy ta’lim muassasalarida rus tili mashg‘ulotlarida raqamli o‘yin texnologiyalarini (interaktiv platformalar, lingvistik kvestlar va ta’limiy Telegram-botlarni) qo‘llashning amaliy tajribasi ko‘rib chiqiladi. Muallif geymifikatsiya (o‘yin elementlari orqali o‘qitish) talabalarga imlo, tinish belgilari va nutq madaniyatining murakkab qoidalarini osonroq o‘zlashtirishga qanday yordam berishi, ularning fanga bo‘lgan motivatsiyasini oshirishi hamda xato qilish oldidagi psixologik to‘siqni qanday bartaraf etishini tahlil qiladi. Ishda interaktiv topshiriqlarning uchta metodik modeli batafsil tavsiflangan va qiyosiy pedagogik eksperimentning batafsil natijalari keltirilgan.

Kalit so‘zlar: rus tilini o‘qitish metodikasi, geymifikatsiya, raqamli vositalar, interaktiv ta’lim, imlo, nutq madaniyati, ta’limda Telegram-botlar.

1. Introduction In the era of rapid development of information technologies and the transformation of the educational space, classical methods of teaching the Russian language at universities face specific challenges. Traditional forms of work, such as monotonous copying of texts, mechanical memorization of spelling rules, and performing repetitive exercises from printed textbooks, are often perceived by modern students as routine. This leads to a decrease in academic motivation, loss of focus during lectures and practical classes, and, as a consequence, a decline in the overall level of literacy and speech culture.

The modern generation of students possesses the so-called "clip" or mosaic thinking, which requires dynamic presentation of material, visualization, and a frequent change of activities. In this regard, the concept of gamification—the integration of game elements, mechanics, and game-thinking into non-game (educational) processes—is gaining high relevance in modern linguodidactics.

Gamification does not turn an academic class into an exclusively entertainment event. Its purpose is to wrap complex, theoretically overloaded material of the language system into an interactive, understandable, and psychologically comfortable form for students. The research problem lies in finding an effective balance between the strict academic content of the Russian language course and innovative game technologies capable of activating students' cognitive activity.

2. Methodology and Materials The experimental study was conducted at a university over one academic semester. It involved two groups of undergraduate students: a control group (25 people, taught using traditional methodology and standard textbook complexes) and an experimental group (26 people, taught with the regular inclusion of digital game technologies).

Three main digital models were systematically integrated into the teaching practice of the experimental group, distributed across different stages of the lesson:

- **Model A. Mobile quizzes (Quiz-technologies) for the knowledge actualization stage** At the beginning of each practical session, a 5-minute interactive quiz was conducted using accessible educational platforms. Students answered questions using their personal smartphones. The atmosphere of competition (awarding points for speed and accuracy) stimulated interest. Example of a game task on the topic "Orthoepy and Speech Culture": Students are offered a speed-round named "Place the stress". A word appears on the phone screen, and they must choose the correct option: balovát' or bálovat, vklyuchít v set — vklyuchÍt or vklyúchit. For each correct click, "game coins" are awarded.
- **Model B. Microlearning through specialized Telegram bots** To consolidate the material outside the classroom (as part of independent study), a specially configured educational Telegram bot was utilized. This tool was chosen deliberately, considering the high popularity of instant messengers among young people and the convenience of the interface. The bot sent students one micro-task daily, requiring them to choose the correct spelling or syntactic option. Example of a task chain on the topic "N and NN in various parts of speech": The bot sends a sentence: "Na kukhonnom stole lezhali zhare...ye karasi i svare...y vkrutuyu kartofel". The student must click one of the buttons below the message. If the choice is incorrect, the bot does not just record the error but instantly generates a short, fun textual rule-reminder: "Attention! The dependent word 'vkrutuyu' has appeared — this means we are dealing with a participle, write double NN!".
- **Model C. Linguistic web quests at the material consolidation stage** At the end of studying major sections (for example, "Spelling of Roots and Prefixes"), students divided into micro-teams of 3–4 people to complete a digital quest. Advancing to the next block of rules (level) was possible only after successfully "cracking" the linguistic cipher. Example

of a task in a web quest on the topic "Alternating Vowels": The team needs to find the "spy" — a word that breaks the general spelling rule in the following row: vybirat', zazhigat', kosit', zastilat'. The correct answer (kosit', as it has a root vowel checkable by accent, rather than the alternating kos-/kas- root) unlocks the digital key to the next task card.

3. Results An analysis of the data obtained during the experiment showed qualitative improvements in the experimental group compared to the control group. Evaluation was conducted based on three key criteria: engagement (attendance and voluntary activity in class), level of psychological comfort (absence of fear of knowledge assessment), and academic performance.

The statistical results of the final assessment test and control dictation are shown in the table below:

Performance and Engagement Indicators	Control Group (Traditional Methods)	Experimental Group (Digital Games)
Average score for the spelling test	3.6 out of 5.0	4.6 out of 5.0
Percentage of students who passed the dictation with an "Excellent" grade	20%	54%
Average engagement rate during the lesson	58%	91%
Percentage of extra-curricular tasks completed on time	62%	95%

The data regarding the usage of the Telegram bot is of particular interest. Students in the experimental group completed 95% of the proposed micro-tasks by the bot, with 82% of students entering the chat-bot within the first 30 minutes after receiving the notification, indicating a high level of intrinsic motivation. In traditional classes within the control group, homework exercises from the textbook were completed on time in only 62% of cases.

4. Discussion The obtained results confirm the hypothesis that gamification acts as a powerful catalyst for the educational process. The main pedagogical effect of using digital game tools lies in changing the student's attitude toward their own mistakes. In the traditional education system, a mistake is strongly associated with a negative grade, public censure, and stress, which breeds the so-called "language barrier." In a digital game environment (a quiz or a Telegram bot), a mistake is perceived as a natural element of the game scenario — "losing one life," which can be easily replenished when replaying the level.

Important pedagogical aspect: Instant automated feedback built into the algorithms of digital platforms allows the student to register the correct spelling option right at the moment of making an error. Meanwhile, the instructor is freed from the routine grading of mechanical tests, receiving ready-made automated analytics for the entire group instead. This allows classroom time to be redirected toward discussing complex, debatable questions of linguistics.

Nevertheless, in the course of the discussion, it is necessary to note the potential risks of excessive gamification:

1. Becoming accustomed to a rapid change of bright visual stimuli, students may experience difficulties during subsequent work with complex, voluminous academic texts and scientific articles.
2. Gaming activity should not completely displace the fundamental theoretical explanation of language logic.

Game technologies should occupy a strictly designated place in the structure of the lesson (optimally up to 20 minutes of the total class time) and serve as a connecting bridge between dry grammatical theory and live speech practice.

5. Conclusion The conducted study proves that the integration of digital game technologies into the process of teaching the Russian language in higher education contributes to a significant increase in the quality of students' knowledge. The use of mobile quizzes, linguistic web quests, and microlearning via Telegram bots made it possible to increase the average score for the final control from 3.6 to 4.6 points, while student engagement increased almost one and a half times.

The pedagogical models developed and described in the article are universal. They can be successfully implemented into the practical work of philology instructors at any higher education institution. The prospect for further research in this direction is the study of artificial intelligence capabilities to create personalized educational gaming tracks that automatically adapt to the literacy level of each individual student.

References

1. Azimov E. G. Informatsionno-kommunikatsionnye tekhnologii v prepodavanii russkogo yazyka [Information and communication technologies in teaching the Russian language]. Moscow: Russkiy yazyk. Kursy, 2012. 352 p.
2. Kudryavtseva M. G. Geimifikatsiya v obuchenii: teoreticheskiy aspekt [Gamification in learning: theoretical aspect]. Vysshee obrazovanie v Rossii [Higher Education in Russia], 2019, no. 4, pp. 87–95.
3. Oleshkov M. Yu. Sovremennye obrazovatelnye tekhnologii v vuze [Modern educational technologies in university]. Nizhny Tagil: NTGSPA, 2011. 144 p.
4. Karamysheva T. V. Izuchenie inostrannykh yazykov s pomoshchyu kompyutera [Learning foreign languages with the help of a computer]. St. Petersburg: Soyuz, 2001. 192 p.
5. Deterding S., Dixon D., Khaled R., Nacke L. From game design elements to gamefulness: defining gamification. Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments. ACM, 2011, pp. 9–15.