EDUCATION AS A MEANS OF FORMING PROFESSIONAL SKILLS IN RUSSIAN LANGUAGE LESSONS AT NON-LINGUISTIC UNIVERSITIES

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Abstract
In modern conditions of professional development and the formation of professional skills, the integration of innovative educational technologies into the educational process is becoming an important aspect. One of the promising areas is the use of edutainment technology, combining learning with game elements. This article is devoted to analyzing the effectiveness of the edutainment in teaching Russian in non-linguistic universities. The primary attention is paid to developing and implementing a set of exercises based on role-playing games, which not only contributes to the deep assimilation of grammatical material but also involves students in discussing topical life topics. The article's author provides a detailed description of the methodology, which includes both traditional and innovative approaches to learning. Special attention is paid to how role-playing games can be used to form not only linguistic, but also professional competencies, such as communication skills, analytical thinking and the ability to work in a team. The study results show that this approach not only increases the motivation of students to learn Russian, but also contributes to a deeper and more meaningful assimilation of educational material.

Keywords: role-playing games, grammar exercises, interactive learning, student motivation, educational innovations, cross-disciplinary approach.

Introduction
In the last decade, the theory of learning has undergone global changes towards development since the primary goal of education at the present stage, during the modernization of the structure and content of education, is the development of a person, his potential, and abilities. A number of directions, technologies and teaching methods have appeared, focused on the active cognitive activity of students, on the training of a competent specialist in any field of activity. In the rapidly renewing society of the 21st century, unique specialists with extraordinary thinking are in demand. Such people can only appear in a non-standard educational environment. A change in learning models entails a change in the presentation of academic material [1]. The previously accepted traditional knowledge transfer model (teacher – student or teacher –student – textbook) is changing to an involving one, where the main thing is not the information itself, but the ways of its presentation and perception. Such psychological features of the modern generation of students, who are subject to a kind of internalization and the constant influence of technical and mobile devices, as the inability to concentrate on one material for a long time, hyperactivity, a reduction in the amount of perceived information, rapid fatigue and the need for a constant change of activities, dictate the need to search for new, vivid forms

and original teaching methods. In this regard, a modern teacher must possess particular educational technologies, thanks to which the learning process becomes engaging, developing, and emotionally saturated, generating involvement in what is happening in the classroom. Among such technologies, edutainment can be distinguished as a technology of learning through entertainment. It is an innovative learning technology and differs significantly from traditional ways of organizing classes due to the fact that a new generation of students prefers other ways of obtaining and processing information. It can be argued that education fully meets the needs of a modern person, whose perception is changing due to the constant influence of computers, information and communication technologies, and online resources.

According to N. A. Kobzeva, the feature of edutainment technology is "the introduction of modern forms of entertainment into the system of traditional lectures, lessons, classes, seminars and master classes, since without television programs, desktop, computer and video games, films, music, websites, multimedia programs, etc. it is no longer possible to imagine modern learning and communication" [2, p. 193].

D. Buckingham and M. Scalon argue that edutainment technology is an exciting combination of traditional content and teaching methods in the context of new technologies [3, p. 193]. Despite the fact that the term edutainment is increasingly used in modern scientific literature, there is no single definition of this concept. It is considered as "digital content combining educational and entertainment elements" (O. L. Gnatiuk); "creative education" (M. M. Zinovkina); "learning as entertainment", "non-formal education" (I. F. Feklistov); "presenting experiences and entertainment through creation", a "place" where students can enjoy what they are learning (i. Wang); "an effective balance" between information, multimedia products, psychological techniques and modern technologies", a successful ratio of interrelated components of the learning process, in which entertainment is not divorced from the educational process, but is inextricably linked with it and takes no more than half of the learning process in time (Sh. De Wari); "the connection of social order with the entertainment mechanism" (R. Donovan); a specific activity based on "simultaneous learning and satisfaction of one's own curiosity" (M. Eddis) and others [3, pp. 83-84].

Nevertheless, despite the difference in approaches, many modern educational scientists consider edutainment precisely as a learning technology. Yu. Nemets and I. Trna define edutainment as a new technology of "real learning, the characteristics of which are focused on the methodological understanding of the game and game technologies, the main motives of which are entertainment and joy" [2, p. 194].

D. Perushev notes that edutainment is a technology of knowledge transfer, the opportunity to learn something new from reliable sources, while depending on the specific event, the topic under study may outweigh either the entertainment or educational part, the main thing is that both are present [3, p. 85]. N. A. Kobzeva considers edutainment as a learning technology, which is a set of modern technical and didactic learning tools and based on the concept of learning through entertainment [2, p. 195].

According to E. Y. Karmanova and A. A. Khankeeva, edutainment is a learning technology considered as a set of modern technical and didactic learning tools, which is based on the concept of learning

through entertainment, the meaning of which is that knowledge should be transmitted in an understandable, simple and interesting form, as well as in comfortable conditions [4, p. 64].

Edutainment technology is characterized by several features:

• emphasis on entertainment: the technology is based on the belief that entertainment, while giving the student pleasure from the educational process, acts as the main means of motivation to learn, while simultaneously relieving the psychological burden of the educational process;

• focus on modernity: extensive use of the possibilities of modern technologies (video and audio materials, didactic games, educational programs in multimedia format, quests, webquests, cases, interactive television programs, etc.) in order to maximize the involvement of students in the educational process;

• extensive use of the game approach: the versatility of the game allows you to increase the effectiveness of the learning process, regardless of age;

• focus on passion: it is essential to form a stable student's interest, which leads to the development of new skills and the accumulation of new knowledge. Edutainment technology tools can be divided into: traditional (books, music, films, educational games, TV programs, free lectures, etc.); modern (electronic textbooks, case studies, computer or video games, electronic simulators, electronic encyclopedias, web quests, video conferences, etc.) [5].

Methodology

The methodological basis of this study is to analyze the effectiveness of using edutainment in teaching the Russian language, in particular, through the integration of role-playing games into the educational process of non-linguistic universities. The study involves the use of a mixed method combining both quantitative and qualitative approaches. As part of the quantitative analysis, the students participating in the study were divided into control and experimental groups. The experimental group was trained according to a specially developed program with role-playing games, while the control group continued training according to the traditional methodology[6, 7].

Edutainment is an innovative learning technology, which is characterized by a number of features (emphasis on entertainment, modernity, passion, widespread use of the game format), actively uses modern information and communication technologies and teaching methods, is based on contemporary psychological techniques, aims to form a sustained interest in the learning process (passion for the learning process) through the pleasure received as a result of learning through entertainment.

The use of edutainment technology in the educational process of higher education institutions, a skillful combination of innovative and traditional will not only diversify the learning process, but also significantly increase the motivation of modern youth to acquire knowledge, which is especially important in teaching a foreign language in non-linguistic universities. Also, in the process of implementing the book developed by the authors, educational classes were monitored, during which the integration of role-playing games and grammar learning was implemented. These observations helped to assess the dynamics of interaction and communication between students, as well as their ability to apply the studied material in non-standard conditions[8, 9].

Results

An experiment conducted within the framework of the book "Game Methods of Edutainment in Grammar" (for students of non-linguistic universities) gave significant results regarding the effectiveness of using edutainment technologies in the educational process. In particular, the experiment was aimed at using role-playing games and interactive exercises to improve both linguistic and professional competencies of students. The study involved control and experimental groups. Students of the experimental groups of primary education and Korean philology were trained using educational strategies, including role-playing games and scenario exercises, while students of the control groups of finance and primary education continued their studies using traditional methods. The results showed significant improvement in the experimental group in several key parameters:

1.Increase Engagement and Motivation:

The students of the experimental group demonstrated a higher level of engagement and motivation compared to the control group. The introduction of game elements and interactive methods made classes more attractive and exciting, which, in turn, increased the desire of students to participate and the general interest in the material being studied. Students actively participated in role-playing games and discussions, which contributed to a deeper immersion in the language environment.

2. Improving Linguistic Competence:

The use of role-playing games has significantly improved students' ability to understand and apply grammatical concepts in practical situations. This method allowed students to practice and consolidate their language skills in a context that mimics real communication scenarios, which contributed to a deeper understanding and memorization of the material.

3. Professional Skills Development:

In addition to improving linguistic skills, the edutainment approach has contributed to the development of important professional skills. Role-playing games required students to solve problems, work in a team, and think analytically. These exercises helped students develop key skills that can be useful in their future professional activities, such as effective communication, collaboration and adaptation to changing conditions.

4. Positive dynamics in the group:

Introducing interactive and game elements helped create a more dynamic and cooperative atmosphere in the classroom. Students were more likely to interact with each other and with teachers, creating a supportive and collaborative learning environment. This positive dynamic was especially noticeable in the experimental group, where students often expressed a sense of community and mutual support.

5. High academic results:

Quantitative analysis showed that the experimental group students achieved higher results on final grades. This indicates that the methodology of education makes learning more exciting and more effective in terms of academic performance [10].

The experiment results highlight the potential of edutainment as a powerful pedagogical tool in higher education, especially in non-linguistic universities, where integrating language and professional skills is important. The success of the experimental group demonstrates the importance of innovative teaching methods that meet modern students' cognitive and motivational needs. The main challenges include the need for careful training and education of teachers to use these methods effectively and maintaining a balance between educational and entertainment elements [11, 12]. However, the overall positive effect on student engagement, learning outcomes, and skill development suggests that the benefits far outweigh these challenges. The experiment showed that using educational technologies to teach Russian to students with Uzbek language of instruction significantly improves motivation, grammatical and lexical skills, and communication abilities.

This method can be recommended for wide application in educational institutions teaching the Russian language, especially for students whose native language differs from the one being studied. Introducing edutainment strategies into the educational process offers a promising approach to improving students' linguistic and professional competencies. By creating a more engaging, interactive, and contextually relevant learning environment, teachers can significantly increase student motivation, participation, and academic achievement. This research provides a solid foundation for further study and integration of educational methodologies into higher education curricula, especially in courses aimed at developing comprehensive professional skills [13, 14].

Discussion

The use of game techniques allows not only to improve the understanding of grammatical structures, but also to significantly increase the involvement of students in the educational process. The integration of life themes through game scenarios contributes to the development of not only linguistic but also professional competencies such as problem-solving, teamwork, and adaptation to changing conditions. Among the challenges that are being discussed, it is worth highlighting the need for careful training of teachers to use non-standard techniques and maintaining a balance between educational and game elements [15]. The study results show that adequately structured game elements can significantly improve the assimilation of material and contribute to the formation of key professional skills. Introducing education into the educational programs of universities can make a significant contribution to the modernization of the educational system and the training of qualified specialists in various professional fields.

Conclusion

The introduction of edutainment technology into the educational process of non-linguistic universities is a promising and innovative approach to teaching the Russian language. This study highlights the effectiveness of using game techniques and interactive exercises, which significantly increase students'

motivation and contribute to the deep assimilation of educational material. The main tool in this study was role-playing games, which not only improved students' grammatical and lexical skills, but also contributed to developing important professional skills such as teamwork, analytical thinking and effective communication. The experiment results showed that students who studied using the edutainment method achieved higher academic results compared to the control group who continued their studies using traditional methods. The introduction of interactive elements and game scenarios contributed to the creation of a dynamic and cooperative atmosphere in the group, which significantly increased the involvement of students in the educational process and improved their communication skills. The use of edutainment has also shown high effectiveness in increasing students' motivation. The game elements made the lessons more attractive and exciting, which increased the students' desire to participate in the classes and their general interest in the material being studied.

As a result, the students of the experimental group demonstrated a higher level of engagement and motivation compared to the control group. An essential aspect of the study was the development of professional skills among students. Role-playing and scenario exercises contributed to the formation of key competencies such as problem solving, teamwork and adaptation to changing conditions. These skills are important for students' future professional activities and make them more prepared for real work situations. Thus, the use of edutainment technology in teaching Russian in non-linguistic universities can be recommended for widespread use in educational institutions. This method not only makes the learning process more interesting and exciting, but also significantly improves students' academic results and professional skills. Further study and integration of educational methodologies into higher education curricula is a promising direction for the modernization of the educational system and the training of qualified specialists.

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