

SCIENTIFIC-THEORETICAL BASIS OF PEDAGOGICAL TECHNOLOGY AND GAME TECHNOLOGIES

Binoqulova Dilnora Sirojiddin qizi

Jizzakh State Pedagogical University, Foreign

Language in Preschool and Primary Education, 1st Year Student

Abstract

In this article, an important condition for the development of our country is the perfection of the personnel training system, its development on the basis of modern economy, science, culture, techniques and technologies, and the methods of further development of pedagogical technologies, game technologies.

Keywords: technology, method, game, observation method, talent, innovation, science, education, investment, modern educational technologies.

According to the Law of the Republic of Uzbekistan "On Education" and the "National Program of Personnel Training", the goal of higher education is to provide scientific, technical, economic, social and cultural development that meets the requirements of the current era. is to provide highly qualified, competitive personnel with high spiritual and moral qualities.

The basis of the use of game technologies of students is an activating and accelerating activity. According to the research of scientists, the game is one of the main types of activity together with work and study.

According to psychologists, play activity is psychological mechanisms rely on the fundamental needs of a person to express himself, stabilize his self in life, manage himself, and realize his potential.

The game is defined as a type of activity in situations aimed at mastering and re-creating social experience, and in it the control of the individual's behavior is formed and improved.

According to D.N. Uznadze, the game is an internal immanent psychic (spiritual) form of behavior characteristic of a person.

L.S. Vygotsky describes the game as a means of mastering the child's inner social world, social order.

A.N. Leontev realized the imagination of the person in the game considers it as his freedom to realize his interests (interests) that cannot be had.

Psychologists say that the ability to engage in a game does not depend on a person's age, but the game is unique for a person of every age.

A playful activity is dedicated to the performance of a specific function.

They are as follows:

- ✓ charm;
- ✓ communicativeness;
- ✓ realization of our possibilities;
- ✓ treatment;
- ✓ diagnosis;
- ✓ interstate communication;
- ✓ socialization.

The researchers developed the game features. The important aspects of the games were covered by S.A. Shmakov. It distinguishes freely developing activity. Such an activity is not only for the sake of the result (event), but also for the enjoyment of the activity process itself, according to their wishes is applied.

The game is distinguished by its creativity. It will be as rich as possible, it will have the character of a verb - "creative space".

Emotional excitement is characteristic of the game. It is manifested in the form of mutual struggle, competition, competition.

Reflecting the game content of the game, develop it they show that there will be rules that are directly related and related to it, which take into account its logical and temporal consistency. In the theoretical aspect, researchers look at the game as an activity, process and teaching method.

The game as an activity includes goal setting, planning and implementation, and analysis of the results, and in this the person fully realizes his potential as a subject.

The motivation of playful activity comes from meeting the needs of the character of the game, the conditions of competition, the ability of a person to express himself, and the realization of his potential.

The structure of the game as a process (according to G.K. Selevko) covers the following:

- roles taken to play;
- game actions that are a means of playing these roles;
- to use the subject, that is, the real thing, conditional, instead of game objects;
- real interaction of the participants in the game;
- a conditionally created plot (content) in the game — performance area.

Concepts, theme and even subject section from the game used as a teaching method and independent technology in mastering.

The game is organized in the form of knowledge and its part (introduction, reinforcement, training, control). The games are aimed at different goals. They are used for didactic, natural, activity-developing and socialization purposes.

The didactic purpose of the game is the scope of knowledge, cognitive activity, practical.

It will be aimed at expanding the application of knowledge, skills and abilities in the field of education, the development of general education skills and abilities, and the development of labor skills.

The educational goal of the game is to cultivate independence, will, certain approaches, points of view, cooperation in forming a spiritual, aesthetic and worldview, collectivism, the ability to join a team, and communication skills. Games that develop activity are aimed at developing attention, memory, speech, thinking, comparison skills, matching, finding similarities, hypothesis, imagination, creative ability, empathy, reflection, finding the optimal solution, and motivating educational activities.

Socialization games involve involvement in society's norms and values, getting used to environmental conditions, emotional control, self-control, communication training, and psychotherapy.

In the literature on pedagogy, there is a concept of a pedagogical game. A number of methods and methods of organizing the pedagogical process, as well as pedagogical games in various contexts, constitute "game pedagogical technologies".

Pedagogical goals of education are clearly defined in the pedagogical game. Pedagogical games are based on the creation of playful methods and situations that lead students to educational activities.

G.K. Selevko developed the classification of pedagogical games and the main directions of its implementation.

Pedagogical games will be in the following main areas:

- the didactic goal remains in the form of a game task;
- educational activity is subject to the rules of the game;
- educational material is used as a game tool;
- as a didactic task to the educational process turned into a game competitive elements are introduced;
- successful completion of the didactic task with game results will be connected.

Pedagogical games are classified according to the types of activities, the nature of the pedagogical process, the game methodology, the characteristics of the field, and the game environment.

Special importance is attached to business games in high school practice. The theory of business games is directly connected with the theory of other game activities in general.

Business games were developed by famous psychologists L.S. Vygodsky, A.N. Leontev, P. Ya. Theoretically based on Galperin's work. Business games are a practical means of forming personal qualities of a person according to their character.

Business games as a means of learning and teaching developed rapidly in the 20s of the 20th century. Business games were based on simulation games as a means of learning. In turn, military and military-political games were the basis of simulation games.

A.A. Verbisky considers business games as symbolic-contextual forms of teaching. In his opinion, the activity of training in business games is interrelated as a model of future professional activity or its prototype, some artificial and natural system. Due to this, business games are defined as sign models of professional activity, the context (content) of which takes into account sign tools, that is, natural language. It is given by modeling, imitation (imitation) and communication.

A.A. According to Verbisky, the task of the higher educational institution in this kind of education, that is, the subject, motive, purpose, means, methods and results of the activity are directed (mastered)) considers it as provision of transfer.

The business game as a new technology essentially means:

- ✓ educational material presented as a production simulation model consistency of content;
- ✓ creating components of future professional activity in a game-based educational model;
- ✓ to establish the style of the educational process with the need for knowledge and bring it closer to the real conditions of their practical application;
- ✓ the sum of the game's educational and educational effectiveness;
- ✓ ensuring that the teacher leading the game moves from organizing and managing students' activities to organizing and managing students' own behavior.

A.S. and G.F. In Arbenev's researches, the entrepreneurial game is evaluated as one of the effective methods of developing the heuristic thinking of an expert.

According to A. Tyukov, any game, regardless of how it is designed, should fulfill the following requirements:

- the integrity of the simulation of the professional circle. In this case, the structure and processes related to game simulation should have a general plot or main theme that reflects the main reality;
- focus on independent organization;
- problematic teaching;
- methodological, psychological and technical support.

The organization must provide progressive training in the context of the game. For this purpose, it simulates the full periodicity of activity development, i.e. moves from the approach to the solution of a certain situation to the generalized assessment of the solution found.

A.A. Tyukov notes the following stages of the periodicity of the game:

- productive independent creative work of the participant on the main plot theme of the games based on the analysis of the situation and problem solving.

<https://conferencea.org>

- general critical discussion of the work results of practical groups;
- reflective analysis of the game process and participants' behavior;
- stage of solution organization.

The socio-psychological problems of preparing an entrepreneurial game include:

- choose a participant;
- distribution of roles;
- socio-psychological preparation of the game leader;
- acquiring general knowledge of social psychology;
- being able to apply theoretical knowledge in practice;
- personal training.

I. O. Uyorov, organization of educational activities for entrepreneurial games looks as form no. He emphasizes that games have their own essence in the educational process and fulfill clearly defined didactic functions that depend on the main tasks, nature and structure of the educational process, and the didactic nature of the studied subject.

Thus, acquiring new knowledge from business games, it is used to solve a number of tasks, such as strengthening the learned skills, developing creative abilities, forming general skills.

Games-discussions, scientific production in the future specialist develops interest in knowing and solving problems, independent thinking, objectivity, and develops self-restraint skills in posing problems, discussing them, and solving them. Game-debates organize debates on a specific problem envisages that it will be done. Debate is the process of discussing a problem. His method is group research. In it, each participant establishes his monopoly on restoring the truth by justifying and denying the opinion of his interlocutor (opponent).

There are different options for the course of the discussion: In the heuristic approach, one of the parties uses the method of persuasion, intuition, and common sense to persuade the participants of the dispute to his point of view without trying to accept his approach to the solution of the problem.

Arguments in a logical approach are characterized by strong logical analysis and evidence, through which the participants come to final conclusions.

Sufi approach. In it, one of the parties can outwit his opponent.

Authoritarian approach. One of the parties is his reputation can express his point of view.

A critical approach. Some of the participants in the debate draw attention only to the weakness, weakness and position of their opponent and, on the contrary, do not seek to see the positive elements in the opinion of the opponent and cannot even give their suggestions for the solution of the problem.

A dogmatic approach. Then one of the parties takes the truth of the dispute leads in the direction that is in accordance with his personal goals for his benefit.

A pragmatic approach. One of the participants and each party they do not argue only for the sake of disputing the truth, but use it to turn it to their own hidden and practical interests, unknown to the participants of the argument.

The modern stage of reforms in higher education requires the training of highly qualified and competitive staff with spiritual, cultural and ethical qualities capable of ensuring the advanced scientific-technical, economic, social and cultural development of Uzbekistan at the level of democratic highly developed countries.

References:

1. Allayerov I.A. Didactic Foundations of Active Learning management disciplines. - Tashkent: Fan, 1994.
2. Bepalko V.P. Pedagogy and progressive learning technologies. - M., 1995.
3. Bepalko V.P. Components of pedagogical technology. - M., 1989.
4. Bordovsky G.A., Izvozhikov V.A. New learning technologies: Questions of terminology// Pedagogy. — 1993.~№5.
5. N.V. Vishnyakova. Creative psychopedagogy. - Minsk, 1995.
6. S.M. Godnik. On the essence of professional and pedagogical activities. Voronezh, 1992.
7. Galperin P.K. On the theory of programmed learning. - M., 1967.
8. V.I.Zagvyazinsky. Innovative processes in education and pedagogical science. -Tyumen, 1990.
9. Innovative learning: strategy and practice. - M., 1994.
10. Innovative teaching methods at the university. Collection of scientific papers. - Murmansk, 1993.
11. Kan-Kalik V.A., Nikandrov N.D. Pedagogical creativity. - M., 1990.
12. Klarin M.V. Innovative models of the educational process in modern foreign pedagogy - M., 1994.
13. Klarin M.V. Innovations in world pedagogy. - Riga, 1995.
14. Klarin M.V. Pedagogical technology. - M., 1989.