



Features of Application of Game Methods in the Educational Process

Akbarova Dilorom Akhatovna

Lecturer at Tashkent University of applied sciences department of Russian language

Rakhimova Firusa Shavkatovna

Senior Lecturer at the Department of Uzbek Tili va Adabiyoti, Tashkent State Technical University

Annotation. The article deals with the theoretical issues of preparing and conducting educational games in the system of vocational education. Questions of the scientific approach covered to the study of the game as a special type of activity, closely related to the future professional activities of students of law schools. In addition, questions considered that consider the game as a means of organizing educational activities for solving professionally oriented tasks in a technical school.

Key words: active methods, educational business games, cognitive activity, skills and abilities, didactic tool, professional competencies.

Modern requirements for improving the quality of training of specialists - future teachers - urgently require the introduction of active teaching methods into the educational process. The problem of intensifying cognitive activity, developing students' independence and creativity has been and remains one of the urgent tasks of higher pedagogical education. Active learning is characterized by activation of thinking - the student must be active regardless of whether he wants it or not; a sufficiently long time of involving students in the educational process; independent creative development of solutions, increased degree of motivation and emotionality; constant interaction between students and teachers using direct and feedback connections [1; p.76].

In pedagogy, there are three levels of cognitive activity: reproducing, interpreting and creative [2; p.52]. The first level, reproducing, presupposes the student's desire to understand, remember, reproduce acquired knowledge, and master ways of performing actions according to a model. The interpretive level is characterized by a person's desire to comprehend the meaning of what is being studied, to apply knowledge and mastered methods of activity in new educational conditions. The third, creative level provides for students' readiness to theoretically comprehend knowledge, understand the connections between objects and phenomena, and independently search for solutions to problems. All three of the above levels of cognitive activity of a person are most fully manifested in the game method of teaching. Games are the most effective active method of developing professional competencies in students and future teachers.

Currently, games are one of the most modern, mobile and widely used areas of pedagogical training in professional educational institutions. Game activity can be used both as an independent direction for mastering a concept, topic, section of an academic subject, and in the form of a separate lesson or part of it (introduction, explanation, reinforcement, exercise, control). The game is the primary



school for reproducing real practical situations with the goals of mastering them, developing the necessary human traits, qualities, skills and habits, and developing abilities. "...People are born actors, the ability to play someone else's role helps them better adapt to the world around them" [3; p.15]. F. Froebel (1782-1852) was one of the first to classify the game as a pedagogical phenomenon. Noting the didactic nature of the game, he proved that the game is capable of solving the problems of teaching a child, giving him an idea of shape, color, size, and helping him master the culture of movement [4; p.26]. The further development of game forms of education and their study showed that almost all pedagogical problems are solved with the help of games. In the pedagogy of vocational education, games are considered as a means of organizing educational activities to solve professionally oriented problems. Used for training purposes, it has, according to A.A. Verbitsky with a number of specific features:

- Educational games are used as a form of organizing activities, as a condition and means of creating an environment that is closest to the real one. The goal of the game is a specific activity, for example, mastering professional skills to carry out in the classroom;
- in the educational game there is an awareness of the need to solve a problem or task in the course of joint activities;
- Play for learning purposes is characterized by a creative approach, a creative attitude towards one's role [5; p.326].

According to the American psychologist D. Kipper, play is a complex socio-psychological phenomenon. Interaction in a game depends on a person's personal characteristics - his attitude to the world around him, his abilities for playful (two-dimensional) interaction and his creative abilities [3; With. 10]. According to V.Ya. Platov, the game from the position of a personal approach is a field on which self-determination occurs and the process of "cultivating" the personality takes place [6; p.18]. In addition, "...the game develops communication skills, helps establish contacts between students, promotes education, as it teaches you to work in a team and listen to the opinions of your comrades. The use of games relieves students' nervous stress, makes it possible to change the forms of their activities, and switch attention to the key issues of the lesson topic [7; p.64]." Therefore, the game is a very promising social and didactic tool, since by participating in it, students are more spontaneous, individual, and sociable. Let us note that the game is communicative in nature and involves the mutual transfer of information and collective discussion of problematic issues. The point of any educational game is to form and further improve professional competencies required in real conditions. Moreover, in a game situation it is possible to make mistakes (the right to make mistakes).

Mistakes in gaming activities are used as a unique teaching method in order to warn future specialists against possible mistakes in professional activities and life situations, and to teach how to correctly look for a way out of any problem situations E.S. Polat refers to mistakes as a teaching method that warns "... future specialists and just ordinary people against possible mistakes in professional activities and life situations, and to teach them how to competently look for a way out of any problem situations" [8; p.175]. In the modern world, the scope of use of games is quite extensive, including their use in the field of vocational education. Thus, it is expected to consider games as a means of organizing the educational work of students, future lawyers in technical schools, as well as a way of developing professional competencies when carrying out specific activities (for example, mastering the professional qualities of a public prosecutor, lawyer (defender) in court). Role-playing games cover individual forms: interviews, educational group discussions, round tables, reports, various types of conferences (thematic, problem-based, reading). A simulation activity game is one of the types of games that allows participants to understand the essence of certain processes, evaluate their abilities, work in a team and demonstrate analytical, leadership and other business skills. [1; p.55]. Imitation games, in turn, come in two types: with a rigid scenario and role-playing games.



Role-playing, unlike games where there is a rigid script, involves a kind of improvisation; it does not contain rules for specific actions at each stage; is aimed not so much at the formation of specific professional skills, but at the acquisition of skills and communication skills.

The focus of organizational-activity games is not on a specific particular task, but on the development of a management program. Solving the problem in such games requires the efforts of specialists in various fields. The consequences of decisions made in the game are not traced; the game is limited only to the development of a solution.

Training games involve a group form of training to develop competence in impoverishment. The training is based on group interaction. Participants in training games, with the assistance of a facilitator, are involved in a unique experience of intensive communication, which is focused on helping everyone solve a variety of psychological and professional problems and self-improvement.

Business games are a type of gaming activity that is aimed at solving a problem, which is based on very real situations in the professional sphere. In a business game, the organizer must be a competent specialist in a specific field, for example, in the field of jurisprudence. In turn, there is an extensive classification of business games, determined by various criteria. Thus, in pedagogy there are four main forms of business games: thematic business games - related to a specific topic of the curriculum; end-to-end business games - cover several sequentially studied topics of the training course on one production material; subject complexes of business games - are created if it is advisable to study the topics of the training course in different directions; interdisciplinary complexes of business games - are created if a number of subjects and educational topics are combined and linked through one game. Depending on what type of human practice is recreated in the game and what the goals of the participants are, business games are distinguished - educational, management, certification [5; With. 128]. Based on the functions and intended purpose of business games, a distinction is made between educational business games, which are widely used in the training of specialists and serve to develop their socio-psychological properties and abilities, as well as the formation of professional competencies; industrial business games used for collective or individual training in decision-making on production problems, taking into account the variety of factors influencing the situation; qualifying or certification business games conducted to identify the level of professional competencies and qualifications of specialists; assessment and certification of enterprise personnel; research business games used when introducing innovations to analyze the behavior of individual employees or entire teams depending on changes in the external or internal conditions of their activities. Thus, educational business games, characterized by the following description: in the form of implementation - face-to-face, thematic; by type of human practice - educational; according to the final result - open; according to the final goal - training or monitoring; by field of activity. At the same time, we note that, despite the different content of the above types of business games in the educational process, they all allow students to develop a willingness to act taking into account the positions of others; the ability to obtain the necessary information using questions; the ability to translate a conflict situation into dialogue, to find ways to resolve it through the development of a common point of view; identify your professional skills in business communication, professional interests, psychological properties and adjust them.

Literature

1. Melchenkova, N.V. System of simulation-activity games to develop the readiness of students-future managers for business communication in a foreign language // Bulletin of Samara State University, 1\910/3 (59), 2006
2. Shamova, T.I. Activation of schoolchildren's learning. - M.: Pedagogy, 1982. - 209 p.
3. Kipper, D. Clinical role-playing games and psychodrama - M.: Independent Firm "Class" LLP, 1993. - 224 p.
4. Frebel, F. Pedagogical works // T.2. Kindergarten (Children's games. Organization of a kindergarten.) - M.: Knigoizd. 1913. -581 pp. 5. Verbitsky, A. A. Psychological and



pedagogical features of a business game as a form of sign-contextual learning // Reader on educational psychology - M.: International Pedagogical Academy, 1995. - P. 326-332.

5. Platov, V.Ya. Business games: development, organization, implementation: - M.: Profizdat, 1991 - 206 p.
6. Bizyaeva, S.A. Game as a way of interactive learning // Higher education, 2007. - No. 9. - P.64.
7. Polat, E.S. Modern pedagogical and information technologies in the education system - M.:
8. Publishing center "Academy", 2007. - 368 p. 5. Verbitsky, A. A. Psychological and pedagogical features of a business game as a form of sign-contextual learning // Reader on educational psychology - M.: International Pedagogical Academy, 1995. - P. 326-332.
9. Khudaykulova F. Kh. "The relevance of innovative technologies in the modern educational system." Published by: TRANS Asian Research Journals AJMR: Asian Journal of Multidimensional Research Vol 10, Issue 10, October, 2021

