

Theoretical Approaches of Scientists to Dynamic Game Technologies

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Abstract. This article describes the theoretical approaches of scientists to didactic game technologies, the content and structure of the game, and the psychological mechanisms of game activity.

Key words and phrases: internal, immanent, learning process, game activity, game types, pedagogical games, role-playing and business games, functions.

Today, the effectiveness of socio-humanitarian education depends to a decisive extent on the role of the teacher in the system of educational subjects, modern goals, and the ability to correctly apply new methods.

In the educational process, didactic game technologies are used in the form of a didactic game lesson. In these lessons, the students' learning process is coordinated through game activities. For this reason, lessons in which the learning activity of students is combined with game activity are called "didactic game lessons."

According to the studies of scientists, the game is one of the main types of activity, along with work and study.

According to psychologists, the psychological mechanisms of playful activity rely on the fundamental needs of a person to express himself, stabilize his place in life, exercise self-control, and realize his potential.

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

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

L.S. Vygotsky describes the game as a means of mastering the child's internal social world, or social orders.

According to A.N. Leontev, the game is a person's freedom to realize his unrealizable interests (interests) in his imagination.

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

Play activities are dedicated to performing certain functions. They are as follows:

Charm;

Communicativeness;

Realizing one's potential;

Treatment;

Diagnosis;

International communication;

Socialization

Educational games

The game is distinguished by its creativity. It will have as active a personality as possible -- "creative space."

Emotional excitement is characteristic of the game. It manifests itself in the form of mutual struggle, competition, and conflict.

They show that the game will have directly relevant and relative rules that reflect the content of the game and provide for the logical and temporal consistency of its development.

Researchers consider the game as an activity, process, and teaching method from a theoretical perspective.

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

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

G.K. According to Selevko, the game structure as a process covers the following:

Roles are being played;

Game actions that are a means of playing these roles;

Using objects, that is, real things instead of conditional game objects;

Real-time interaction of the participants in the game;

The plot (Mavnun) conditionally created in the game is the field of performance.

The game is used as a teaching method and an independent technology for mastering concepts, topics, and even a subject section. The game is organized in terms of knowledge and its parts (introduction, reinforcement, training, and 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 aimed at expanding the range of knowledge, cognitive activity, and the application of knowledge, skills, and abilities in practical activities, the development of general education skills and abilities, and the development of labor skills.

The game's educational goal is to cultivate independence, will, specific approaches, points of view, cooperation in forming a spiritual, aesthetic, and worldview, collectivism, teamwork, and communication skills.

Activity-developing games are aimed at developing attention, memory, speech, thinking, comparison skills, finding similarities, hypotheses, imagination, creativity, empathy, reflection, finding the optimal solution, and motivating educational activities.

Socialization games involve involvement in society's norms and values, adaptation to environmental conditions, impulse 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 various forms of pedagogical games, constitute "game pedagogical technologies." The pedagogical goals of education are clearly defined in the pedagogical game. Pedagogical games are based on creating playful methods and situations that lead students to educational activities.

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

Educational games will be in the following main directions:

The didactic goal is set in the form of a game task.

The rules of the game apply to educational activities;

Educational material is used as a game tool.

Elements of competition are included in the educational process in such a way that the didactic task is turned into a game;

The successful completion of the didactic task is connected with the results of the game.

Types of didactic games Role-playing and business games

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

Business games are an effective way to organize the general activity of learners in solving practical tasks and problems. It is known that entrepreneurial games involve the organization of collective activities of students. The material and social content of his future professional activity is created during this process.

The result of the pedagogical effectiveness of business games is determined by the development of the scenario of the game and the quality of its preparation. Business games should be aimed at solving the system of pedagogical tasks in the practical training of students. These include, first of all, the formation of practical skills and abilities used in real professional activity; the formation of thinking abilities that analyze practical situations; and the development of appropriate methods of action, which are related to the formation of abilities that ensure active participation in group (community) activities.

The content and structure of the game should be formed and structured in such a way that appropriate skills and abilities are formed in each participant throughout the game. The pedagogical tasks of the game must be clearly reflected in the scenario.

Game-based debates involve the organization of debates on a specific problem.

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).

Role-playing games. This method can be implemented by teachers of different subjects who teach in one subject, subjects included in one cycle, or in one auditorium. An important condition of this method is the voluntary participation of teachers in the games. It is enough for the number of participants to be between 4 and 6 people. Teachers take on the role of students and perform actions that represent their perceptions, reactions, and difficulties they face during the lesson. Based on the results of the game, teachers' activities are also modeled.

Imitation-role modeling. In this method, a group of teachers consisting of 4-6 people become students, and the teacher conducts training with them on specific learning goals and criteria-oriented tests. Models of students' actions in thinking are created and written on separate cards. The teacher, acting as a teacher, sorts out the information given by the participants of the game about their behavior and the progress of their thinking and writes it down on the cards. He also writes down his actions on the card.

Then, the general picture of the activity of the teacher and the "learner" and the flow pattern of each participant's thinking are written down on a drawing sheet, and a unique scheme-diagram of the lesson is created.

This method is used to test alternative (various) plans, make appropriate adjustments to them, and thereby shorten the actual training process and increase its effectiveness.

Therefore, the following tasks are performed in a person's life through game activities:

Game play increases a person's interest in studying and working;

➤ During the game, assistance is given to the player in engaging in communication, i.e. developing a communicative culture;

An opportunity is created for a person to show his talent, interest, knowledge, and identity;

➤ aids in the development of skills required to overcome various difficulties encountered in life and during play, as well as to correctly achieve the goal;

➤ During the course of the game, an opportunity is created to acquire socially acceptable behavior and eliminate flaws.

Prepares the ground for the formation of positive qualities in a person;

➤ Study of the system of values important to humanity, particularly social, spiritual-cultural, national, and universal values;

It is planned to develop a culture of collective communication among the participants of the game.

A teacher-pedagogue should first prepare students for individual and then group games and conduct them, and after the game is successful, prepare them for public games. In order for students to actively participate in didactic games, they must have the necessary knowledge, skills, and abilities, and in addition, cooperation and mutual support should be established among the group.

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