

GAME TECHNOLOGIES AS A MEANS OF FORMING THE COMMUNICATION CULTURE OF C1 STUDENTS

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ANNOTATION

Distinguish between traditional and non-traditional methods and teaching methods. At their core, they are divided into active and calm species. Each of them has its own history and formation mechanism. Among them there are many that have successfully passed many years of testing and give a high pedagogical effect. Mankind, in the process of its awareness of itself and the environment, has created a variety of technologies that contribute to education and upbringing. No one can accurately determine their exact quantity and quality. An example is the various pedagogical technologies used in the education systems of various states that currently exist. The point is who uses which of them with what effect. Technologies that do not bring much effect or do not justify themselves continue to fall off the agenda and are concentrated in the historical "chest" of human civilization.

Keywords: Learning content, lecture, lecture, passive students, problem tasks.

Any academic discipline, as you know, includes the following components:

- - duration (duration) of the course;
- - goals and objectives of training;
- - the content of the training;
- - Organization of the task force;
- - learning process;
- - teaching methodology;
- - training power;
- -evaluation.

The content of training can be presented in the form of a graph of the inextricable link between the duration of training and the level of mastery of the unit. At the same time, there are three categories of levels of mastery, and they are mandatory (low), necessary (medium) and expedient (highest).

When applying any pedagogical technology, the basic and auxiliary principles (principles) of didactics are necessarily applied:

- - from known to unknown;
- - from simple to complex or complex;
- - from the concrete to the more abstract (abstract);
- - from observation to theoretical generalizations;
- - from general or ordinary to particular or unusual, etc.

Comparative evaluation of individual active pedagogical technologies is specified when providing data on their description.

Lecture. The lecture is the most common form of teaching and occupies a leading place in pedagogical activity. It is recognized at the level of the highest form of pedagogical work. It is also called a manifestation of one-way communication. This implies the activity of the teacher and the inactivity of the audience. However, a lecture presented in the form of a discussion is the most active element of pedagogical technology. In a discussion lecture, a very high audience involvement can be achieved.

Economics describes academic subjects, usually in the form of lectures. Because such courses, as a rule, are more theoretical or generalizing in nature. From the point of view of pedagogical terminology, they can be considered as exercises for cognition, mental generalization. At the same time, all other methods of the technique become less effective. When organizing a lecture, the teacher can succeed by highlighting the most important aspects of the subject. At the lecture, students receive the same training (knowledge) as when teaching other effective methods. With an active methodology, it is possible to turn students into equal participants in the learning process in exchange for activation during lectures. At the same time, the educational material is learned quickly and verbally.

To turn a lecture into an active event, it will be necessary to find a solution to the connection between its topic and structure. Lectures give an effect only when the main task of the subject is not the formation of skills, but the assimilation of knowledge. All existing training questions can be divided into three groups:

- -knowledge;
- -skills;
- -instruction.

His method is chosen based on the issues of training. If in the learning process such didactic goals as description, memorization, enumeration, categorization, giving definitions, evaluation and explanation are to be realized, it is of course advisable to organize training sessions in the form of lectures. The presented lecture material is easily digested in connection with life, everyday life, important events. It is clear that swimming or driving a car cannot be taught with the help of a lecture session. Therefore, the role of lecture in activities where learning and the acquisition of skills are of paramount importance is very small. Theoretical knowledge and information of ideological importance should be presented with the help of a lecture.

During the lecture, an important role is played by the teacher's actions, gestures, speech components. In order for the speaker to communicate well with the audience, it is recommended that he move dynamically. Changes in tone of voice and suitable pauses also become auxiliary factors. Of great importance is the change in the temperament of the narrative, the alternation of appropriate Kalim, the use of interesting information in the ornamental style. The completeness of the lecture depends on the extent to which visual aids are used. Competent use of drawings, tables, posters, diagrams, material objects and various elements of ICT increases the educational, educational and developmental ability of the lecture.

Any lecture on the content will consist of three parts:

- -introduction;
- -body;
- -conclusion.

Types of lectures will have different manifestations and content depending on the skills of the teacher. The pedagogical effect of the lecture is the highest in comparison with all organizational forms of training.

DISCUSSION

Many subjects and their topics require training sessions in a discussion style, depending on educational standards, curricula, curriculum and specifics of the educational institution, as well as in connection with the contingent of students (students). Firstly, the activity of the audience is ensured. Secondly, there is no room for dubious situations. Thirdly, the desires of the recipients of knowledge are fully satisfied. Most importantly, in such conditions, the educational material is absorbed in such conditions. Fully. Bases, conclusions, judgments and visions will be in perfect form and content. The reliability of testimony and highlights will be at a high level. The discussion will be twofold:

- -guided;
- - Free discussion.

The teacher's participation in the supervised discussion will be significant, but this participation should not exceed his arbitration position in the educational process. On the other hand, free discussion is conducted with the democratic participation of both the givers and the recipients of knowledge. In both of these types of discussions, the reality of learning comes first. Given that scientific knowledge is acquired by relative and absolute truth through living observation, abstract thinking, it is important that the concept, category, hypothesis, conclusion, rule, theory, law and patterns that determine the course of the process of knowledge are not distorted in content during the discussion.

The result of the discussion should be prepared in advance by the teacher. In second place are intermediate processes. The fact that the final conclusions do not contradict the theory of scientific knowledge is ensured by the professional potential of the teacher.

Not turning free discussion into anarchy is a crucial pedagogical task. The value of his training cannot be underestimated less than a guided discussion.

For discussion sessions, it is important to fulfill the following conditions:

- - Compliance with the regulations;
- - deep thoughtful analysis before starting;
- - obtaining the maximum number of participants;
- - The teacher's inability to dominate his students.

Ensuring passive student participation is a nearly impossible process for most teachers. To bring them to life:

- - Questions are asked;
- - The personal opinion of each person is requested;
- - Correct answers are encouraged;
- - Incorrect answers and errors are corrected and supplemented.

The success of the discussion will largely depend on the interest, knowledge, cohesion of students, literacy and a healthy pedagogical and psychological climate in the team.

Group work. This is a method of teaching, which in recent years has gained wide popularity in European countries. For example, in Denmark, no education or profession is complete without group work. The participation of a small number (4-6 people) of students in an important educational event and their joint activities determine the effectiveness of such training. The level of performance and its quality is controlled by the teacher. The tasks assigned to the groups should alternate in stages. Groups can be same-sex (boys, men or girls, women) and bisexual (consisting of both sexes). Based on the educational orientation and pedagogical goal, as well as tasks, such groups are formed for a particular case.

Group work requires more space and sliding study furniture. The difficulty also lies in the fact that the teacher's control should be the same for the whole group.

Problem tasks. Ensuring the unity of theory and practice is the most difficult pedagogical task. A good result can be obtained with the help of problem tasks, based on the specific situation and the nature of the task. Mastering facts and lecture material, performing tasks and exercises and creating a problem situation when solving questions will be useful. At the same time, groups consisting of a small number of participants are also formed. Educational material is distributed to groups individually. After finding final conclusions and solutions to the topic are exchanged between the groups. When there are disagreements in decisions and opinions, the teacher says the last and decisive word in the manner of the chief judge. An extremely important factor in this is the correspondence of the educational material to the age characteristics of students.

Problem tasks require a lot of hard work from the teacher. Because of this, finding and applying their proven and successful options is a complex process.

Project tasks. For a comprehensive and in-depth study of the educational material, this approach has a great effect. A long-term developed plan is necessary for studying, analyzing, evaluating, drawing conclusions and making a final decision. For this event, both basic and initial basic data are required. Periodically applied at the stages of mastering the educational subject. Such tasks increase educational creativity, lead to independence.

Projects will consist of an introduction describing the topic, a brief justification of the topic, a dataset based on facts and arguments, and a conclusion or decision.

Role-playing games (business or business games). Such games are a kind of problem tasks. Staging and figurative performances are the main sign of such training. It is widely possible to show such qualities as efficiency, erudition, resourcefulness, cheerfulness, responsiveness, creativity, artistry, diligence and creativity. It is very important that the teacher sets a task corresponding to the potential of each student. It is also required to ensure that there are no participants of the first and second levels. The training session is closer to a specific life situation.

Breakthrough Technology and the Erhard School. This technology consists of the retraining of managers, the purpose of which is to awaken the skills and aspirations that every person has

(but are suppressed by everyday monotonous life and work), precisely in the daily search for solutions to traditional problems as a new problem.

These courses consist of a large number of trainings designed to dispel personal stereotypes in the thinking and behavior of the listener, to activate and change his ability to see his own capabilities and ways to solve outdated problems in a new way.

The advantages of these courses are the orientation to the work of the human factor, which does not require the investment of special funds, the achieved effect does not fade, i.e. guarantees that the resulting effect will be repeatedly and repeatedly enhanced in a new form and content, as well as in conditions. This technology is distinguished by the fact that it is also aimed at creating individual major innovations, the search for non-traditional ways out of emerging emergencies. More than 50 courses and seminars on this orientation are organized and regularly held in about a hundred cities in the United States and more than a hundred other countries of the world. The number of participants in these courses is about 60,000 people.

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