CLASSIFICATION OF GAME TECHNOLOGIES IN PROFESSIONAL EDUCATION

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ABSTRACT

This article reveals the basic concepts of pedagogical technologies and considers games as one of the types of technologies. The article provides a definition of the game, motives, features and needs for game activity. The author presents the basic pedagogical foundations of the organization of game activity. The methodology of the article is based on the effective use of various modern pedagogical approaches, accompanied by gaming technologies in the study of Russian as a foreign language. The practical significance of the article lies in the possibility of further application of situational role-playing games, both in psychological and pedagogical activities and in the educational process.

Keywords: technology, pedagogical technologies, game technologies, didactic games, situational role-playing games, the role of the teacher.

INTRODUCTION

"We all know that Uzbekistan has rich natural resources, powerful economic and human potential. But still, our greatest wealth is the huge intellectual and spiritual potential of our people"

It is obvious that a significant place in the education system strengthens the position of any language in the modern world. Currently, teaching Russian as a foreign language is actively developing as a relevant and promising direction. Mastering the basics of the Russian language is a prerequisite for performing educational and professional activities while studying at a non-linguistic university.

An urgent problem is to increase the motivation of students to study the Russian language, in particular in a non-linguistic university, to search for methods, techniques and technologies to increase the efficiency of the educational process, as well as to support active verbal communication during classroom lessons. The solution to this problem requires the use of new pedagogical and game technologies.

The specificity of a non-linguistic university is that a foreign language for students is not the main subject of study. A foreign language is viewed as a tool for the implementation of successful professional activities in a foreign language environment, where the main goal of communication is to achieve mutual understanding. In this case, the task of forming communicative competencies, that is, "the ability to solve a complex of communicative tasks that ensure the goals of communication" becomes especially relevant. First of all, the need to use sociolinguistic and communicative approaches is dictated by profound and irreversible changes that have taken place in the modern world in recent decades and have affected all

spheres of life. The method of learning a foreign language had to adapt to new conditions, including the following:

a) the globalization of the economy, which led to the integration of all social processes within the framework of common economic zones;

b) strengthening the status of the English language as the language of international communication, primarily in the field of business;

c) the increasing mobility of the population, which makes it possible to move around the world and work in different countries within the framework of one career; d) the emergence and development of transnational corporations, where a necessary requirement is everyday communication in English

d) intercultural exchange using new information and communication technologies.

Play is a kind of unproductive activity, the motive of which is not in its results, but in the process itself. In learning, play is a means of psychological preparation for future life situations.

The game has the following characteristics: "is a type of human activity that can recreate other types of human activity"; "A kind of unproductive activity, the motive of which is not the result, but the process itself"; "An independent social structure, implying a competition between two or more opposing sides, as well as limited by procedures and rules in order to achieve victory for one of the parties"; "A formally organized system of rivalry between its participants. From an educational point of view, play is a way of group dialogical exploration of the possibilities of reality in the context of personal interests"

In other words, play is an interactive method that allows you to learn from your own experience through a specially organized and regulated "living" in a life and professional situation.

E.A. Pokrovsky believes that games are the elementary life of the class. He argues that the value of play is a factor in fostering initiative, self-activity, mental and physical qualities of a future person capable of further self-improvement, who will eventually become a worthy citizen of his Motherland

Game technologies, which are an integral part of pedagogical technologies, are based on the revitalization and intensification of students' activities. This type of technology involves the interaction of a teacher and students, realized through a certain plot, which can be a game, fairy tale, performance, business communication, and contains a group of methods for organizing the educational process in the form of various pedagogical games. Play as a type of pedagogical technology has important features: a clearly defined learning goal and pedagogical results corresponding to it.

GK Selevko points out that in a modern school play activity can be used as an independent technology for mastering a concept, topic, or even a section of a subject; as part of a broader technology; as a lesson or part of it; as a technology of extracurricular activities [Selevko 1998: 91]. Games used in the educational process serve to enhance the student's activity, develop his cognitive activity, observation, attention, memory, and thinking, help maintain interest in the studied, develop creative and imaginative thinking, and relieve fatigue in children. The games used in Russian lessons are varied. The most common games are developed in accordance with the sections of the Russian language. An analysis of educational and methodological complexes

in the context of teaching vocabulary in Russian lessons shows that stable and alternative textbooks are aimed at expanding the vocabulary of students, familiarity with the word as a necessary element that contributes to the formation of functional literacy. Among the shortcomings identified in teaching vocabulary, it is necessary to note the unsystematic principle of word selection, leading to difficulties in systematizing the lexical units of the dictionary; lack of clarity in defining the principles of teaching vocabulary; inconsistency of a word with extra-linguistic activity; lack of ways to differentiate words. All this allows us to say that the educational and methodological complexes existing today do not provide an opportunity to form the level of mastering practical skills that is necessary in the modern concept of education, which provides for an activity approach. The use of games in the Russian language lesson allows you to revitalize the learning process, make it entertaining and creative. Aimed at the psychology of the age-related and individual development of students, game technologies make the learning process exciting and interesting, and memorizing, repeating or consolidating information more emotional.

A business game is defined as a special game mode of organizing social space and time, in which collective mental activity takes place to find solutions to urgent problems (Vorovshchikov S.G. - 2007: 6, ibid.)

Business games are divided into the following types:

1) organizational and activity games (G.P. Shchedrovitsky);

2) innovative games (B.C. Dudchenko);

3) practical business games (AI Prigozhiy);

4) problem-business games.

The practical business game was developed by A.I. Prigozhin as a method of management consulting, during which the consultant assists the team of the organization acting as the customer using special interaction technologies, that is, they work together to transfer the organization from the initial state to the desired state.

As in the case of ISI, the elements of a practical business game can be used for educational purposes: based on the basic concept (the help of a consultant), many educational games can be developed that correspond to the program and the goal of teaching in a non-linguistic university. A problem-business game that allows you to simulate various cycles of the team's development can be used in the training of psychologists and managers, as it is associated with the development of concepts and models for organizing the team's work. However, the storylines, rules, content of the game must be developed in detail by a foreign language teacher. As can be seen from the above classification of business games, individual elements of almost each of them can be used in a didactic role-playing game of students of a non-linguistic university, in order to create a linguodidactic game based on a business game, it is necessary to introduce many new constructive elements, develop rules, and fill the game with foreign language content. In addition, the business game is aimed at developing the skills of subject competence and is used to teach various professions. We will call such a business game within the proposed classification "business game". Business game ideas form the basis of a completely new game developed by a foreign language teacher, optimally in cooperation with a subject teacher. Such a business game has the main task - the development of speech, professionally oriented skills and abilities necessary for foreign language communication, it

can be defined as a "linguodidactic business game". It should be emphasized that modified business games in a foreign language will be of great benefit to master students and will help them both in the development of foreign language communication skills and in the professional sphere. The following diagram represents the location of the linguodidactic business game within the business game typology:

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                        ┌──────────────────────┐
                        │    Business game     │
                        └──────────────────────┘
         ┌───────────────┬──────────┴──────────┬──────────────────┐
         ▼               ▼                      ▼                  ▼
┌──────────────────┐ ┌────────┐         ┌──────────┐    ┌──────────────────┐
│    PRACTICAL     │ │  OAG   │         │   ING    │    │ LINGUODIDACTICAL │
│  BUSINESS GAME   │ │        │         │          │    │  BUSINESS GAME   │
└──────────────────┘ └────────┘         └──────────┘    └──────────────────┘
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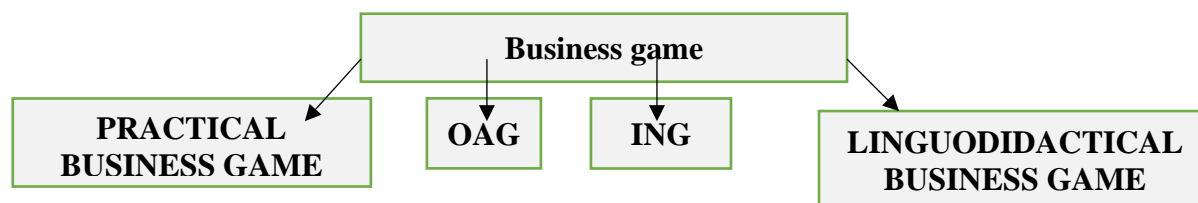
Organizational and activity games are aimed at developing concepts and strategies for the future development of an educational institution.

Organizational-activity games providing for the organization of collective thinking activity based on the deployment of the content of learning in the form of a system of problem situations and the interaction of all subjects of learning in the process of their analysis. The task of the head of the OAG is to "make" the group a unit of the educational process, but on condition that everyone's personal position is preserved .

Problem-solving games contribute to the development of the team through the search for an extraordinary joint solution to the problems it faces. An example of a role-playing game "School" Recall or come up with a game to raise the mood (to "warm up"). Come up with new ways of · punishment (not forgetting about humanity). If you switched places with your parents, what would you like to teach them? Simulation and modeling games train students in designing models of various pedagogical systems of an educational institution (educational, educational, research, copyright, various forms of education, extracurricular work, etc.).

Innovative games are aimed at the development of innovative thinking, behavior, the ability to develop implementation projects, experimental testing of innovations. Reflexive games are aimed at the psychological development of each participant in the game; removal of stereotypes, training in the analysis of human relations, intergroup cooperation.

Role-playing games that are most convenient and effective in the audience of a non-linguistic university: there are different classifications of role-playing games, which are conducted using different criteria. E.G. Azimov and A.N. Shchukin classifies role-playing games according to their areas of application. So, social and everyday games are distinguished (the goal is the formation of skills and abilities of foreign language communication, mainly in the social sphere) and professionally pedagogical (the goal is the formation of skills and abilities of professional communication in a foreign language, education of students' pedagogical tact) (Azimov E.G. ., Shchukin A.N. - 1999, 306).

As can be seen from this classification, the first type of games involves the development of the most general communication skills, and the second is oriented not to future teachers and adjoins business games. In a non-linguistic university, both social and everyday games (in the first year) and professional (in the senior years) are necessary, only there can be different professions - managers, psychologists, economists, etc.

A.V. Konysheva divides role-playing games by the degree of control and by duration into the following types:

1) controlled (students receive the necessary cues);

2) moderately controlled (students receive a general description of the plot and a description of their roles);

3) free (students get the circumstances of communication);

4) long (a series of episodes is played out over a long period) (Konysheva A.V. - 2007: 60). However, the duration and degree of control are not sufficient criteria for the classification of games, since control to one degree or another is always present in the educational game; otherwise, it will not be teaching, and the duration of the game is determined by the program requirements, which means it is a variable that cannot serve as a criterion for classification. M.A. Domozhirova presents a classification of role-playing games based on the presence or absence of a plot:

1) role-playing game according to the plot;

2) role-playing game without a plot, but with a specific task;

3) problematic role play;

4) role-playing game according to the legend (Domozhirova M.A. - 2002

The main drawback of this' classification is the rather vague principle of differentiating role-playing games. The presence or absence of a plot cannot be a sufficient criterion for the classification of role-playing games, since the plot is necessarily present in a role-playing game in one volume or another, moreover, it is one of the important components of a role-playing game, which determines, first of all, the content of roles. If there is no plot in a role-playing game, then the roles are deprived of their social and communicative content, and interest in the game is sharply reduced. In addition, any task should already pose a problem for students, so the distinction between the second and third types seems questionable.

The main characteristic of a situational role-playing game is the distribution of roles in a given game situation, in which each participant acts on the basis of his role. The business game assumes "playing" and the corresponding analysis of "business" situations, they can relate to any professional activity. Today business games are held to solve specific problems of the organization. Many of them are formed on the basis of specific situations and are designed to find a specific solution (for example, a working group can reasonably articulate its dissatisfaction with the organization and wages and convey this to the management so that it is "heard").

Simulation-modeling games (literally - imitating activities, allowing to simulate a particular situation) can also be conducted as role-playing (business) games. Or they can - as an imitation of activity on any model: for example, control of an airplane or a car in a training cabin. Today, simulation modeling games include computer simulations, imitation of real activities in the format of a computer game.

An important point is the didactic principles of role play. The idea of a role play is to ask someone to represent themselves or another person in a particular situation. The players are then asked to behave in a manner that they would expect from that person. As a result, the players learn something about that person or situation. In essence, each player acts as a part of the social environment of the others and demonstrates a template within which other participants can try out their own behavioral repertoire or study the interdependent behavior of the group.

RPG situations can be simple or complex, familiar or unfamiliar. They can be pre-described in detail or given the opportunity to play as the players' fantasy suggests. The concept of "role" in sociology and social psychology is interpreted as a social function, a model of behavior, objectively set by the social position of an individual. The roles taken in the game can reflect the social, professional, marital status of a person. Often, roles are built according to the nature of the relationship: husband-wife, child-parent, boss-subordinate, salesman-client, etc. So, we found out that the game allows you to master the techniques of real activities related to solving specific and even non-standard tasks. At the same time, the game is conditional in nature, allowing one to abstract from the real situation. The game makes it easier for students to assimilate the material, they are happy to be involved in the game modeling of the studied phenomena. The atmosphere in which the game takes place is distinguished by psychological comfort, goodwill, and mutual fruitful cooperation.

The use of games in the educational process contributes to:
- the most effective assimilation of knowledge in the studied disciplines;
- training in the correct selection of literature and Internet sources;
- mastering the skills of the future profession;
- the acquisition of public speaking skills, oratory; - the ability to correctly express your thoughts;
- activation of cognitive and mental activity;
- competitiveness, creative and sporting spirit;
- the formation of an active life position;
- development of communication skills, mutual assistance;
- ability to work in a team;
- development of resourcefulness;
- expanding horizons and creative ingenuity.

A teacher who uses gaming technologies and strategies in his activities will change his role in the educational process, become its organizer and active participant, and not just a transmitter of knowledge. He will be a moderator, summarizing the opinions of everyone in the debriefing, director and game director who will establish close two-way relations and feedback with students. It is no exaggeration to say that gaming technologies in the educational process are the future, this is a promising and necessary interactive method of teaching in higher education.

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