



Use Of Game Technologies In The Process Of Professional Training

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ABSTRACT

In this article possibilities of application of game technologies in professional training of students are opened, types of the games generally connected with future professional activity of today's students are designated and characterized; the factors promoting the effective organization of occupations with use of research, problem games and games of administrative character are defined. In article the technique of preparation and carrying out games is stated, requirements to observance of stages of game occupations are noted. The special attention is paid to need of communication of the scenario of game with the content of studied scientific disciplines and with real life situations. By the author value of application of game technologies for development of cognitive activity of students, increase of interest to a profession, strengthening of communication of theoretical knowledge and practical skills is emphasized.

KEYWORDS

Game technologies, communication, research games, problem games, management of collective, unity of members, prevention of various.

INTRODUCTION

The game technologies used in the process of the higher education, give the chance to carry out effective training of students for professional activity. Game technologies will

be organized on the basis of situations and the phenomena connected with future professional activity of students.

Game technologies it is expedient to apply at a stage of fixing of knowledge after studying of a certain big section of scientific discipline and to use them in practical activities. The purposes and problems of a lesson with application of game technologies have to be coordinated with the content of specialty. On such occupations students have a strong motivation, their activity is provided. In the process of execution of roles according to the scenario, students acquire theoretical knowledge, use skills within specialty, and solve problems in the field. They have opportunity to estimate level of the preparation.

One of the main conditions of efficiency of game technologies is a reflection in the scenario of the content of professional activity. In the process of game students practically consolidate the knowledge acquired on theoretical occupations, show independent actions, draw conclusions and the conclusions, make introspection.

According to the contents, purpose of the game it is possible to subdivide into groups:

1. Games of administrative character or business games
2. Research games
3. Problem games

There is the aim of the called above games – to prepare students for specialty and professional requirements. In addition addresses attention to communication of game with features of a studied material both educational and didactic and educational possibilities of game.

At the organization of games the teacher has to consider the following factors: Requirements SOS to mastering students' knowledge, skills.

1. Types of occupations
2. Aim and tasks of the lesson
3. Training of the teacher
4. Training of the student

Games of administrative character develop at students' skills of the organization, planning, management, coordination, control and the analysis of professional activity, to education of qualities of leadership at them, insistence, responsibility, organizing and business skills.

Management in the social sphere demands management, scientifically reasonable innovative approaches to activity.

On the basis of the game scenario students acquire knowledge and skills of management of collective, unity of members, prevention of various contradictions, finding of optimum solutions of complex problems, creation of a friendly situation, the cooperation and goodwill atmosphere and other socially significant qualities. Being guided by contents of the scenario, students act as the head of collective, the manager, the teacher and others, and using the gained knowledge, will organize activities for a game situation, make decisions.

MATERIALS AND METHODS

In the process of research games students practically fix the studied theories, rules, concepts, form and express personal opinions, conclusions in relation to theoretical information. For check of bases of scientific concepts they conduct research works, state judgments.

Research games are held in the form of press conferences, academic councils, and presentations. Participants of game make

messages on a subject of the conducted research at a press conference or a meeting, report on results of scientific research in interview, prepare information for the press. During conversations and meetings they express the opinion, protect scientific positions and conclusions, and put forward new offers of research.

Problem games are connected with the possible solution of the various problems arising in professional area. During games students exchange the knowledge accumulated on theoretical occupations and in the process of self-education. Thus they develop skills of cooperation, search of joint decisions, abilities to analytical thinking, the scientific outlook is formed.

Real events and situations are reflected in the game technologies stated above. All of them are united by a professional and social orientation. In games on "management" research and problematical character elements meet, research games are based on the principle of problematical character. That is it is possible to consider that division of games into types has conditional character.

Game technologies assume close connection with the content of education.

By drawing up the scenario of game the teacher defines its purposes and a task proceeding from a subject of the previous occupations. The scenario has educational value and the accurate educational and didactic purpose. Besides, it has to be based on the real life situations connected with future professional activity of students. The ready scenario of game can be in most cases used. The teacher carefully studies the scenario and defines roles for participants. To provide activity of students, the social and

psychological characteristic of the images presented in the scenario is developed. The characteristic has to correspond to real life and to be truthful.

In the characteristic of an image usually happen internal psychological motives of behavior of "character" are reflected.

Among students performers of roles get out, and when determining for a role psychological features of the identity of the student are considered.

On the basis of the scenario rules of the game are developed and criteria of an assessment are defined.

At the beginning of occupation the teacher explains to students essence of technology of game and its educational opportunities and predicts expected results, thereby provides conscious participation of students at a lesson. Then students get acquainted with technology of game, rules, stages and the scenario.

When carrying out game, besides its direct participants, from among students the group of experts is appointed. Experts analyze as far as the scenario of game is connected with the valid events; estimate extent of participation of all students in game from the point of view of ability to express the thoughts, conclusions, sort aspects of transfer of a role - psychological, scientific, intellectual, emotional, spiritual and cultural. Experts 2-3 students with the strongest preparation get out.

Except participants and a commission of experts the third group – direct "audience" who at the same time carry out functions of independent experts is formed. They can

express the opinion on the basis of rules of the game and criteria of an assessment.

After completion of game the main and independent experts analyze its results. Opinions of the students performers of roles who note progress and shortcomings of each other are listened also.

Students are given opportunity and self-assessments.

The general the conclusion are done by the teacher. The teacher also notes good luck and weaknesses of students, pays attention to defects, analyzes all other aspects of a problem. During the analysis active participation of students is noted, extent of reflection of real life is estimated.

RESULT AND DISCUSSION

Efficiency of game technologies depends on a number of the parameters which essence is expressed in the following:

1. Realization in game technologies of the educational and didactic and educational purposes.
2. Communication of game technologies with the content of professional training of students.
3. Choice of game technologies taking into account specifics of a studied subject, type of occupations, their purposes and tasks, level of training of the teacher and students.
4. The message the teacher of detailed information on opportunities of game educational technologies, their staging, the rules, expected results for the purpose of ensuring conscious and active participation of students in games.
5. Preparation of the scenarios connected with professional activity of students in the future and reflecting real vital events. (Scenarios can be used ready and directly developed by the teacher).
6. Preliminary planning of quantity of roles and participants of game, drawing up list of performers.
7. Development of the social and psychological characteristic of images for the purpose of fuller compliance of execution of roles to a scenario plan.
8. The accounting of specific features of participants at cast and their correlation to social and psychological characteristics of images. (Full coincidence of personal qualities of the performer and a scenario image isn't supposed, creation of experts - casual situations is possible also). With performers of roles small exercises before audience can be carried out previously.
9. Preparation of necessary attributes and means for carrying out game according to the scenario (a table, chairs, paper for notes, etc.)
10. Conversation with experts before game. Explanation of criteria of the analysis of game. Providing experts with instructions and the prepared schemes of the analysis and assessment of activity of participants by criteria.
11. Acquaintance of students with distribution of time for performance of tasks of game in each round.
12. The teacher directly doesn't participate in a role, but in the process of game trains students for activity.
13. Creation by the teacher of conditions for the analysis of activity of participants of game, activization of students, their stimulation to statements in the process

of discussion of results by directing questions.

14. Hearing speech of experts who have to give an objective assessment on the basis of the reasoned conclusions.

Additional speeches of independent experts.

CONCLUSION

In summary it is necessary to emphasize that educational opportunities of game technologies the considerable. As a result of application of games on occupations the motivation of students to training considerably amplifies.

Students successfully seize knowledge and abilities through modeling of real life situations, and at this execution of roles check the opportunities, estimate itself, reveal shortcomings of professional development. In a word, students realize themselves as the social personality.

Game technologies make the students active. They acquire bases of cognitive activity. Even poorly advanced students are capable to prove in game.

Participation in game promotes understanding of the scientific and practical preparation, spiritual intellectually and to professional development of students. In the process of game at students behavioural norms are formed, and execution of roles enriches their emotional, ethical, social personal experience which estimate not only performers, but also other students. In a sense students receive representation and express the thoughts of public professional activity. Along with it they develop professional ethics.

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