Game Technologies As An Innovative Type Of Student-Centered Education

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ABSTRACT

The article examines the role and importance of the use of gaming technologies in the upbringing of preschoolers and one of the types of personality-oriented learning in the formation of their knowledge, skills and abilities.

KEYWORDS

Preschool education, innovative education, personality-oriented education, game technologies, learning, play, preschoolers, children's games, learning activities.

INTRODUCTION

In modern conditions, it is advisable to use innovative forms of education in order to develop the educational activities of students, improve the quality and efficiency of education.

To this end, hands-on games, problem learning, interactive learning, modular credit system, distance learning, blended learning and master classes are now recognized as innovative forms of education.

Currently, the following types of student-centered education are known: Interactive Learning, Innovative Learning, Collaborative Learning, Modular Learning, Distance Learning, Problem Learning, Machine Learning, Project Learning, Developmental Learning, Differentiated Learning, One-to-One Learning, Software Learning, Gaming Technology, Independent Learning, etc.

Below, we are going to talk about an innovative form of educational gaming technology.

First of all, you need to understand the essence of the concept of "play".

Play is an important form of personal and social activity.

imitation of the content of relationships by children (translation, imitation).

Play is a manifestation of human identity, a way to improve it. It can be called a "childhood companion". This is the main content of the life of preschoolers. Most of the serious work a child does is play. All existing aspects of the personality are activated in the game: the child moves, speaks, perceives, thinks. Play is seen as an important learning tool.

For a long time, the game has attracted the attention of teachers, psychologists, philosophers, ethnographers, art historians and stands in the life of society after work and determines its content. The tribes of primitive communities reflected hunting, war, and farming in their games. For example, among some tribes at that time the process of sprinkling rice was carried out with great solemnity with games.

THE MAIN FINDINGS AND RESULTS

The ideas of Ya.A. Komensky, K. D. Ushchinsky, A.S. Makarenko, P.F. Lestgaf are also important to the theory of modern children's play. "Children's play has a long history," KD wrote. Ushchinsky is a powerful educational tool developed by the person himself, and therefore it reflects the real needs of human nature."

Jan Amos Comenius considers play a necessary form of a child's activity, corresponding to his character and inclinations. According to him, play is a serious mental activity in which all manifestations of the child's abilities develop, the volume of ideas about the creature, the world in play expands and enriches, and speech develops. During the game, the child makes friends with peers.

Comenius sees in play a condition for a happy childhood and the harmonious development of a child, and advises adults to pay attention to children's games, to guide them wisely.

In their play, children reflect on their experiences of the environment.

A number of leading scientists and educators have proven through their observations and scientific research that play is a social event, a reflection of others in play. In their play, children reflect on their experiences of the environment. Such activities are considered very important in the development of the child.

In modern conditions, the use of games of a practical and innovative nature in educational practice shows its effectiveness.

Throughout all periods of the historical development of mankind, play was recognized

as the first and most important type of objective activity.

Therefore, along with important types of personal activity - work, study, play also plays an important role in its formation and development. Throughout life, the life experience accumulated by the older generation, the knowledge gained, the basics of lifestyle and social relations, cultural values are consistently passed on to the younger generation.

The game to educate, develop, educate a person Features. Due to their characteristics, games have long been one of the important foundations of folk pedagogy. Direct games serve to educate children spiritually, morally, mentally, physically and aesthetically, helping them develop perception, intuition, memory, thinking, speech.

"The preschooler is prepared for study and work in play. As you get older, the role of play diminishes slightly. The educational value of games will continue throughout the child's life. "

Games used for educational purposes are called game technologies.

Game technologies (game learning) is one of the types of student-centered education (pedagogical technology), which represents all the conditions for learning social experience: knowledge, skills, abilities and conditional learning situations aimed at creating the process of an emotionally evaluative Event.

Game technologies are used to prepare pupils of a preschool educational organization for a certain process, to form their initial skills and abilities to directly participate in the process of certain life events.

Games in modern pedagogy of the educational process In order to increase efficiency, increase the educational activity of students, it is used as follows:

➢ As a separate technology in the assimilation of the concept, topic and essence of a separate section;
➢ As an element of pedagogical technologies;
➢ As a form of education or as part of it;
➢ As one of the extracurricular activities.

The essence and structure of the game ensures the formation of certain skills, abilities, abilities and attributes for each participant throughout the game. When using gaming technologies in the educational process, the teacher must be able to clearly express their pedagogical responsibilities in the script.

The use of games and game situations from training sessions is carried out in the following main areas:

➢ A didactic goal is set for students in the form of a game task;
➢ Educational activities are subject to the rules of the game;
➢ Didactic teaching material is used as a means of play;
➢ In educational activities, an element of competition is used, which transforms a didactic task into a game one;
➢ The result of the game is a successfully completed didactic task.

The place and role of play technologies in the learning process, as well as the interaction of play elements and learning, are largely

determined by the teacher's understanding of the essence, function and types of pedagogical games.

Like any game, games used in the pedagogical process have their own specific goal and result.

Role-playing and professional business games are often used in educational institutions. It is important to note that the game technologies used for pedagogical purposes are based on the activity of students, based on activity and dexterity.

Rules are an important element of didactic games. Compliance with the rules ensures the implementation of game content. The didactic game is directly related to education and helps it.

Didactic play is a teaching method appropriate for the age and abilities of preschoolers.

An experienced teacher uses this game to involve passive children in the team, without fear of carrying out various plans and tasks.

The implementation of a didactic game should always be based on the principle of ideology. The didactic game should correspond to the tasks and goals of the educator.

Didactic games help children build good relationships by playing together, aligning their interests with the interests of the team, helping each other and enjoying the success of their partner. Games allow a person to develop positive qualities such as honesty and decency.

Didactic game is a practical activity of children, in which children use the knowledge gained in the lessons. From this point of view, living conditions are created for them so that they can use the acquired knowledge in different ways.

Examples of such games for young children are "Find by Color", "Find by Shape". For a large group of children: "What are the workers doing and what are they doing?", "What are the farmers growing?", "Who can name more things?" and other games can be shown.

Didactic games help children to strengthen their knowledge of the environment, learn how to apply the knowledge gained in their own experience and lessons, develop thinking abilities, creativity, sensory process, and regulate the knowledge gained.

Didactic games make the learning process easier and more fun. Children can easily and well cope with the task of mental education, which is carried out in play through age-appropriate fun activities.

The didactic game is created by adults for the purpose of the mental development of children. The more elements in the game, the more fun it will deliver to children.

CONCLUSION

In conclusion, it should be noted that pedagogical games are aimed at assimilating and consolidating new educational material, developing the creative abilities of students, and developing general professional skills, abilities and skills. With their help, students will have the opportunity to understand the educational material from different situations, to master certain skills, competencies and qualities on its basis.

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