

GAME AS A MEANS OF FORMATION AND DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS OF VOCATIONAL EDUCATION

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ABSTRACT

The article discusses the main directions of organizing and conducting the educational process of a higher educational institution in the role play format. The generalized experience of applying gaming technologies for the formation and development of professional competence of a future teacher of vocational education is presented.

Keywords: Game technologies, game, game forms of classes, game techniques, professional competence.

INTRODUCTION, LITERATURE REVIEW, METHODOLOGY

The central place in the process of training the future teacher of vocational education is the study of psychological and pedagogical disciplines, based on the optimization of intra-subject and interdisciplinary connections. The objectives of the study of psychological and pedagogical disciplines specify the purpose of vocational and pedagogical training: students to master the system of psychological and pedagogical knowledge, the formation of a value attitude to them as the basis of the personal pedagogical environment of the future teacher of vocational education; the development of pedagogical thinking as a way of isolating and solving pedagogical problems in a real educational situation; the formation of reproductive and creative ways of cognitive activity as the foundation of the individual style of the future profession; the formation of basic general pedagogical skills (analytical, diagnostic, prognostic, design, structurally-organizational, control-evaluative, communicative, reflective); development of the most important professional and personal qualities (empathy, tolerance, reflection, etc.); the formation of subjectivity of the future teacher of vocational education on the basis of the formation of the need for professional and personal self-development.

New conditions for the existence of the educational environment, updating the content of education, innovative forms and teaching methods, the ever-increasing demands on the quality of knowledge, the complexity of the organization of the lesson - all this requires increasing professional competence and building the willingness of the future teacher of vocational education to carry out professional activities. A developing society needs modernly educated, moral, entrepreneurial people who can independently make responsible decisions in a choice situation, be mobile, dynamic, constructive specialists, have a developed sense of responsibility for the fate of the country. Meeting the needs of society requires a modern teacher to have a professional education of high culture, deep morality, an established system of values and beliefs, a civic position, a teacher's interest in developing the creative potential of his students, the ability to innovate, etc. In this regard, one of the main tasks is the task of forming a professionally competent specialist. One of the conceptually important ways of managing the quality of training of graduates of higher educational institutions is the implementation of a

competency-based approach to the modernization of the content of professional education. A competency-based approach means the gradual reorientation of the dominant educational paradigm with the predominant transfer of knowledge, the formation of skills to create conditions for mastering a set of competencies, which mean the potential, ability of a graduate to survive and sustainable life in a modern multi-factorial socio-political, market-economic, information and communication-saturated space . The problem of increasing the level of professional competence of a future teacher of vocational education, who is able to freely and actively think, model the educational process, independently implement new ideas and technologies of training and education is relevant in modern socio-economic conditions. Firstly, a professionally competent teacher has a positive impact on the formation of creative students in the process of educational work; secondly, will be able to achieve better results in their professional activities; thirdly, contributes to the implementation of their own professional opportunities. In the pedagogical literature, the terms “competency” and “competence” are often used and have already been established [2]. Their widespread use is justified, especially in connection with the need to modernize the content of education. Translated from Latin, competence means a range of issues in which a person is knowledgeable, possesses knowledge and experience, therefore, a person competent in a certain field has the corresponding knowledge and abilities that allow him to reasonably judge this area and act effectively in it. Competence presupposes a certain alienated predetermined requirement for educational (including professional) training of a student, and competence is an already held personal quality. V.A. Kozyreva and NF Radionova, the understanding of professional competence as a combination of key, basic and special competencies was clarified [7].

Key competencies by definition of authors are necessary for any professional activity, they are associated with the success of an individual in a rapidly changing world. Key competencies are gaining particular importance today. They are manifested primarily in the ability to solve professional problems based on the use of information. Communications, including in a foreign language, of the socio-legal foundations of individual behavior in civil society. Basic competencies reflect the specifics of a certain professional activity. For professional pedagogical activities, the basic competencies are considered necessary to build professional activities in the context of the requirements for the educational system at a certain stage of development of society. Special competencies reflect the specifics of a specific subject or sub-subject area of professional activity. Special competencies can be considered as the implementation of key and basic competencies in the field of a subject, a specific area of professional activity. Of course, all three types of competency are interconnected and develop simultaneously. This forms the individual style of pedagogical activity, creates a holistic image of a specialist and, ultimately, ensures the formation of his professional competence as a certain integrity, as an integrative personality characteristic. We can agree with the opinion of E. Gusinsky and Y. Turchaninova that professional competence can only be manifested in a working teacher of vocational education in the process of independent practical activity [3]. Researchers note that the future teacher is studying his subject. That is, he does what his students will do later. He studies at a college, institute, but in his professional activity he has to deal with a completely different matter: organize teaching, provide education, understand the child, promote his growth and development. Therefore, the professional formation of a teacher of vocational education is more difficult, sharper, more painful than that of representatives of other intellectual professions. And accordingly, the development of a future teacher, still in college, acquires the basis for the formation of professional competence as a condition for its more successful and quick adaptation in independent professional activity. Thus, the professional competence of the graduate is the main result of his professional training, which determines his competitiveness in the market of educational services.

RESULTS, DISCUSSION

The process of forming a professionally competent specialist is quite complicated and requires special attention to the choice of training technologies. This is primarily due to the fact that one of the problems of professional training of a specialist is the presence of a contradiction between the theoretical and substantive nature of training and the practical interdisciplinary nature of professional activity. As a rule, graduates are faced with the difficulty of applying the acquired professional theoretical knowledge in their practical workplace activities. This situation is caused by the fact that the professional environment in which the graduate falls after training is constantly changing, economic conditions, labor requirements are changing, and accordingly, the requirements for the employee are changing. If in the process of vocational training to use only standard educational technologies that do not have a practical basis and the ability to adapt to the changing conditions of the professional environment, then a situation arises when a graduate simply cannot show and realize his professional qualities. It will take too much time to adapt to professional conditions, the conditions of society, which today is simply not rational. A modern employer sets a limited time frame within which a candidate must be fully realized as a professionally competent specialist. Then the question arises: what training technologies will contribute to the formation of a competent specialist that meets all the requirements of the modern labor market? One of the approaches to solving this issue is the idea of modeling professional activities. There are a sufficient number of modeling techniques for professional activities, for example, production practices, the creation of training firms, heuristic conversations, role-playing games, etc.

Given the main tasks of professional training of a future teacher of vocational education, we consider the preparation of students for the use of gaming technologies as a process of forming their system of psychological, pedagogical, methodological, and also interdisciplinary knowledge; development of general and special abilities, skills, competencies, ways of working; the establishment of their value-semantic attitude to various games; accumulation and enrichment of subjective personal experience in the application of gaming technologies.

Recently, more and more attention has been paid to the idea of including game elements in training. As you know, games are used to attract students by providing problems and immersing them in the environment. Due to the fact that motivation and involvement in active educational activities are key factors for achieving success in the educational process, the potential of gaming technologies from the point of view of their integration into the educational context is very significant. Games have a number of characteristics that make them attractive from a pedagogical and methodological point of view. Because of their amusement, they involve all students in the educational process, contribute to active interaction and increase educational motivation. In addition, they provide the interactivity necessary for effective learning (instant feedback), which makes games attractive for students observing the results of educational activities "here and now". Successful integration of gaming technology, principles and techniques into the educational process creates comfortable learning conditions and helps to increase the effectiveness of education.

Role-playing games are such a form of work of participants (students) that most closely reproduces the features of real work. In role-playing games, students need to solve problems and follow procedures that duplicate practical activities [4]. The following series of exercises are referred to this form of work:

1. In Basket ("in the basket"). Students are invited to familiarize themselves with a number of documents - reports, receipts, applications, etc. Further, each individually or in small groups should offer their actions. Here you can use various options for students' work, for example,

individual work with the same type of documentation, work with different but interconnected documents, in order to organize cooperation in the discussion process, and also imitate the work of departments in the organization.

2. Role exercises. Here, students play the roles assigned to them. Requiring the application of interpersonal skills. Such situations include: solving disciplinary issues, dealing with complaints from customers and employees, both in direct communication and by phone (imitation), conducting various interviews, ongoing meetings. The teacher and students interact with each other, playing different roles. Moreover, the teacher can either play one of the roles or act as an observer in order to analyze the situation being played.

3. Case study ("case study"). Students are invited either individually or in small groups to find a solution to a problem situation. They can submit a decision in the form of a presentation, or in writing.

4. A business game is a form of collective creative activity of students in which the individual activity of each is a means of increasing the level of theoretical knowledge and mastering the practical skills of activity in non-standard situations. A professional game simulates situations similar to those that a student will have to face when he comes to work in a real organization. The active use of this pedagogical technology solves several problems at the same time: it allows you to merge the theoretical and practical training of students together and as a result serves as a "tool" for the development of theoretical and practical thinking of a future specialist; motivates players to gain additional knowledge. This means that we can talk about the game as an instrument that forms the motivation for learning. One of the main complaints of employers is the inability of graduates to put their extensive theoretical knowledge into practice. However, very few managers are ready to accept students for practical training, provide them with the information necessary to gain real work skills. The use of business games in the educational process helps to partially solve this problem. During the game, students of an economic specialty study, gain experience, but are protected from the danger of real experience by a game situation. It is also important that they have the opportunity to try the same action several times, to repeat the same situation in order to understand how to act professionally correctly. In real life, such situations almost never occur. In addition to players, there are outside observers in the game who are interested in the game process and its results. Therefore, business games can not only get your own experience, but also get the opinions of others, identify strengths and weaknesses. It is necessary to highlight several important points when using technology "business game". Firstly, before the start of the gaming activity, students must be acquainted with the competencies in this discipline. In addition, the role and functions of players should reflect the real picture of that fragment of professional activity that is modeled in the game. The subject of the game is the subject of activity of the participants in the game, the rules should reflect the characteristics of real processes. The assessment system should provide quality control of decisions made from the standpoint of the requirements of professional activity, as well as an assessment of the student's competence. When games are held in various disciplines and are systematic in nature, students can be invited to independently model the game situation on a difficult topic, formulate a goal, objectives, and game rules. Practice has shown that after such work the proportion of students of an economic specialty who have mastered the topic is significantly increasing. It is important to note that a business game is a collective learning method. In business games, decisions are worked out collectively, a collective opinion is formed when defending decisions of one's own group. The game allows you to reduce the time of accumulation of professional experience, makes it possible to experiment with the event, while it is impossible to play something that students have no idea about, this leads to a profane business game. This means that the competent participation of students in the game requires their preparation (it is necessary to first study the discussions, methods for analyzing the situation, methods for playing roles, etc.). It is imperative to avoid

reducing the game activity to "pattern behavior" and, conversely, switch to gambling. In addition, you need to remember - "the less the teacher intervenes in the game process, the more signs of self-regulation in it, the higher the educational value of the game" Business games are held according to the scenario that the teacher develops in accordance with the theme and objectives of the lesson. Participants play roles from situations of real practice, represent an imitation of decision-making by collective discussion on the rules set or developed by the participants of the game themselves. Business games are a pedagogical tool and an active form of training that intensifies learning activities [1]. Having studied a large number of options for business games, we came to the conclusion that a "blitz game", which is a kind of gaming activity, accumulating some signs of forms of active learning: specific situations, role-playing, brainstorming and business game, the most consistent with the technology that will allow us to achieve our learning goal: to enhance the cognitive activity of students. A blitz game differs from other common gaming technologies in the following: "instantaneous" conduct and obtain the result; attractiveness and ease of form; unexpectedness and originality of the content; minimum set of roles; and etc.

Blitz games, depending on the functional orientation, can be divided into six main groups: a) research blitz games in which participants, for a certain time, test hypotheses, search and accumulate data, draw conclusions based on the results of the work done; b) didactic blitz games, during which elements of the theory and practice of a specialist's activity are studied; c) reflective-evaluative, in the course of which a study of activities is carried out, the search for difficulties, the evaluation of the process and result; d) diagnostic, in which the diagnostics of an activity, person or group is carried out in the interests of obtaining any relevant data; e) motivational and incentive, forming interest, excitement, motivation, need for activity, phenomena, information; f) psychotechnical, through which training is carried out, improvement of the specialist's skills in performing certain actions, reflecting directly or indirectly professional activity. The selection of blitz games from the general classification is carried out on the basis of didactic tasks (units) displayed in the specialist model and specified in the training program for students in subjects of instruction [8].

5. Simulation exercises are aimed at developing skills in the possession, use, management of equipment, machinery. Here, skills are developed on professional equipment as part of simulating production situations and tasks. The use of role-playing games, in which we can both use one specific type of exercise and combine several techniques, allows students to apply the acquired theoretical knowledge and thereby acquire or reinforce the professional skills that are so necessary for them in real professional activities. These theoretical ideas about the effectiveness of role-playing games can be supported by practical observations. Students have the opportunity to "try on" one or another professional role that he would not be able to get in real life, while checking their capabilities, abilities and relevance to this role.

They develop the qualities they need, overcome internal complexes (for example, the problem of establishing contact with customers, the problem of working with a large audience, etc.), they receive the opportunity of primary adaptation to working conditions, since role situations and tasks are formulated by the teacher taking into account modern conditions professional activity. Students learn to work in a team, analyze situations, their actions, the actions of others, identify errors and look for solutions. In the process of the game, a parallel is drawn with life, students give their examples, discuss them. Attempts are made to apply the experience gained in life, share successes and failures, and also discuss or propose to beat situations in order to find the right solution.

Thus, the advantages of role-playing games are: 1) practical orientation; 2) the ability to adapt the exercise to the situation of a real organization, a real group to the goals and theme of a particular lesson; 3) activity of participants; 4) the opportunity for students to visit both the active role and the role of observer; 5) the opportunity for students to realize how their behavior affects others); 6) the ability to increase their confidence, identify their weaknesses; 7) the ability to make mistakes and analyze them; 7) demonstrate the application of acquired knowledge, skills and abilities.

CONCLUSIONS

In conclusion, it can be noted that the use of role-playing games as a technology for the formation of the professional competence of a future specialist is quite effective. But it should be noted that effectiveness depends on the nature and requirements of professional activity. Before choosing this technology, it is necessary to formulate specific objectives of the lesson, determine the professional field of application, identify the scope of activity, and evaluate the preparedness of the students themselves for this form of work. So, in the modern education system, the need to use gaming technologies for the formation and development of professional competence of a future teacher of vocational education is growing. Alternative teaching technologies provide an opportunity not only to raise interest in the subject being studied, but also to teach you how to work with various sources of knowledge.

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