

GAME TECHNOLOGY AS THE MEASUREMENT OF PROFESSIONAL COMPETITION FOR TEACHERS OF PROFESSIONAL EDUCATION

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ABSTRACT

The article describes the content of professional competence, its structure, and opportunities for learning disciplines as a result of the preparation of future vocational education teachers in higher education institutions to use gaming technology as one of the modern educational technologies.

Keywords: Vocational training, vocational training, competence, professional competence, game technology.

INTRODUCTION

In today's market economy, prospective teachers of higher education, based on the high level of knowledge and professional skills, can analyze the pedagogical activity and production processes, promote new non-standard ideas, rational, up-to-date methods and tools. be able to apply new methods of information acquisition. Therefore, it is important to design professional content based on a competence-based approach in the training of highly qualified professionals in the field of vocational education, with a particular emphasis on defining competence-based approaches to designing educational content that combines fundamental and professional aspects. Therefore, the implementation of the concept of a free-thinking person is one of the main tasks facing educational institutions, especially in the preparation of future vocational education teachers for professional work based on a competent approach [11].

The notion of professional competence of a teacher has long been in the spotlight of educators, psychologists, and Methodists, but has emerged mainly in the late 1980s and early 1990s. The notion of "professional competence of the teacher" is the first approach to the definition of content and is a commonly used interpretation of the concepts of "competence", "competence" and "competence" in encyclopedias and reference sources. The analysis of the various approaches to determining the meaning and substance of the aforementioned concepts has revealed that competence includes a number of qualities such as awareness, knowledge, ability, experience, and fullness.

Material and methods. Professional competence reflects the integrity of the interconnected and conditional theoretical and practical training of the teacher, the basis of which is the flexibility of the educational process technologies, the psycho-pedagogical information base of the person, and the readiness and ability to carry out specialized educational activities.

The professional competence structure includes information, functional and technological components that are closely interconnected. The informative component includes the general education, psychology, psychology and other related disciplines. The active component includes the skills and abilities needed to carry out pedagogical activities. The technological component envisages methods of effective organization of the educational process based on the modeling of the educational process.

The professional competence of teachers is manifested in all aspects of pedagogical work, that is, in professional activities, daily relationships, personality development, as a result of complex work, and requires the formation of all its components. It should be noted that the most important task of a teacher of higher education is to create a psycho-pedagogical environment for the gradual nurturing of students' ability to manage, fill and transfer mechanisms of their professional competence.

Therefore, in the formation of professional competence, much emphasis is placed on the technology of vocational training (business and role-playing games, etc.).

Results and discussion. In the higher education institutions, the technology of vocational guidance is considered as a technology that helps: to develop students' personal qualities that are important for their future professional activities; acquiring fundamental, interdisciplinary and specialized knowledge that will enable them to successfully perform their chosen vocational functions after graduating from higher education institutions.

Implementation of professionally-oriented educational technologies in the educational process of higher education institution provides: achievement of set goals for future specialists training, active involvement of students in the process of conscious development of professional education content; to provide the necessary social and cognitive motivation, to form a system of professional values; personal development of students as future teachers.

The main purpose of designing and developing professionally-oriented teaching technologies is the creation of a special learning environment by the teacher of a higher education institution, which will enable the pedagogical interaction of the subjects of the educational process within the subject of successful achievement of the stated educational goals. Because educational technologies used in the educational process are part of the formation of the professional competence of the future specialist, one of the most widely used technologies in the learning process today is the gradual formation of theoretical, practical and motivated training for high professional activity. One of the professionally-oriented teaching technologies that is now actively used in the learning process is game technology.

The notion of a “game” is one of a broad and ambiguous concept. The most important of the psychological and pedagogical descriptions of the game is the recording of its specificity as a separate activity.

The game is characterized by its being a social medium through which a person acquires the social world, the world around him. According to LV Lavrinenko, the game is a universal form of activity, with major changes taking place. By reproducing and acquiring social experiences, it develops one's own consciousness [8].

The game is a type of activity aimed at imitating real human actions. Play activities lead to the development of new personality traits as individuals. It is the game that is best remembered for

ethical behavior that the game teaches and educates the learner. Play activities affect the development of attention, memory, thinking, all cognitive processes [10].

DB Elkonin considered different approaches to the description of the game, arguing that social interaction between people, except for the conditions of direct use of the game, would be re-established.

Future vocational training in higher education institutions requires the use of modern teaching technology in the formation of professional competence for teachers.

In the analysis of professional learning technologies used in the educational practice of educational institutions, we have focused on a diversified technology that allows the education center to provide a safe and secure environment for its development and the emergence of its natural potential. In this technology, a student's personality becomes not only simple but also a subject of higher education, that is, it is not a means of achieving some limited purpose (as in authoritarian technology), but a means of achieving the goals of the educational system. Therefore, game technologies are included in a group of person-oriented technologies by their intended guidance, which aim to develop subjective personality traits.

The importance of the games is evident today, when innovative technologies are widely used in the learning process. Games stimulate students' interest in their learning activities, which in turn enhances their cognitive, creative qualities, and creates positive emotions and a desire to act together. Future professional education teachers using educational games will be satisfied not only with the game movement, but also on discovering their own intellectual potential, working together, finding collective solutions for problems that are both knowledgeable and professionally oriented [7.].

Learning games represent the simulation of real (emotionally-focused, practice-oriented) situations that create participants' ability to act together, develop communication skills and skills in certain situations. Training games provide a higher level of real knowledge than theoretical knowledge, as they develop and improve the practical skills and abilities of future professionals. Not only is it more attractive than traditional forms of higher education in educational institutions, however, educational games stimulate students' research activity and give them the desire to supplement both their chosen vocational and related fields of knowledge.

Thus, gaming is a unique tool for teaching in educational institutions without pressure. Gaming technology is tailored to the natural needs and aspirations of students, so learning through gaming technology is easy for the learner. Depending on the game, all cognitive processes (concentration, memory, thinking) in the learner will be activated and creative and professional abilities will be developed.

The role and role of games in the learning process depends on how well the teacher understands the functions of the pedagogical games. The following important functions of games can be distinguished [3,4]:

- 1) socio-cultural (knowledge that influences the formation of the personality, acquiring the norms and values of society, acquaintance with the culture, spiritual values, interrelations of different countries);
- 2) communicative (child and adult interaction);
- 3) game therapy (helps to overcome the difficulties that come in contact with people, to overcome any difficulties that a person may encounter);

- 4) adjustment (assisting learners with adaptation, avoidance of actions, or all participants in the game are in the same condition);
- 5) intercultural communication (the same social and cultural values for all (tolerance, adequate perception of the culture of foreign countries));
- 6) entertaining (creating a comfortable environment that leads to self-confidence and self-realization);
- 7) Self-awareness function (which is the most important function as the game is one of the leading areas of realization of the personality) and therapeutic function (the game is used to cope with any difficulties encountered by a person).

In any case, the main hallmark of the game is its clearly defined purpose and its corresponding pedagogical result.

Properly structured play allows for: [5] memory development, the ability to speak; teaches teamwork in performing group tasks; teaches organization of activities, solution of game problems, performance evaluation and performance evaluation; stimulates students' mental work.

Gaming technologies can also be included in the Collaborative Technology group, as they involve teacher and student engagement, the purpose, content, rules of the game activities, collaboration, and team reflexion.

A number of researchers have developed pedagogical games as a form of "teacher training, nurturing and development, based on a scenario developed by a teacher, as a rule, by targeting students' self-reliance, reproducing and modeling human activities and communication skills." [6].

In the pedagogical process, the game is presented as a pedagogical phenomenon - a factor of socialization, a means of education and correction, a form of organization of activity, a method of teaching, a way of changing the individual's status in a peer group. In the process of mental development of a person, these or other types of reproductive activity will continue to be developed and become the basis for different types of productive activities. Unlike all other games, pedagogical play has significant signs of technology, such as clearly defined learning objectives and corresponding pedagogical outcomes, which are clearly distinguished, grounded, and characterized by learning orientation. The use of the concept of "game technology" in games is considered reasonable and expedient. The technological approach to pedagogically organized games determines the limits and conditions for its application.

The peculiarities of game technologies are related to their general features, such as diagnosis, goal setting, staging, algorithmic performance, reproducibility, and a certain degree of guaranteed results. The range of gaming technologies used in higher education institutions is quite broad and includes didactic, business, imitation, role-playing and other games. Each modification of the game has its own purpose, specificity of organization and conduct [10,12].

The following principles, in our opinion, are the most important in the implementation of gaming technologies: the subjectivity of the game participants, the identity of the audience, the visualization, the emotionality, the combination of individual and group characteristics in the game, competition, challenge.

Game technologies include goal setting, design, organization, correction of initial thought, and reflexion. The didactic task of using different gaming technologies is often accomplished by performing a game task, whereby the knowledge is acquired without situational, particular intellectual stress. The relationship between the student and the teacher is determined by the game situation, not the learning situation. Gaming technology greatly enhances the ability to design and solve problem situations, promotes the creation of an environment of mutual trust, pedagogical cooperation, and purposeful correction of the behavior of a future teacher.

In higher education, gaming technologies help to fulfill the following functions: student self-awareness during the game, motivation and stimulation of professional choices, self-expression in the game, development and correction of personal and professional qualities, enriching students' vision of the future profession; Correction of behavior, activity.

Higher education institutions are the most important means of learning and mastering future career by students, enriching their personality with new content and values that reflect their chosen professional standards and standards. In this situation, the game becomes not only a field of future design, but also an effective tool for the formation of a future teacher of education.

The analysis of the scientific literature has allowed us to express the professional competence of gaming technology as an integral quality of a teacher who has a complex structure, including cognitive, operational, functioning, personal and emotional components. Bookkeepers are interconnected and interconnected, and their interaction is integrated and organized throughout the system.

The cognitive component of professional competence is the general and specific aspects of gaming, understanding different theories of game origins, student knowledge about the specificity of didactic games, experience in personal and role-playing games in psychological and pedagogical disciplines, as well as in organizations and organizations. have experience in designing and implementing gaming technologies during their operations a.

The operational-functional component of the professional competence includes the skills, competencies (diagnostic, predictive, communicative, reflexive, designing, etc.) necessary for the implementation of pedagogical activities, as well as algorithms for the organization of various games.

The emotional-value component of professional competence implies that students perceive gaming technologies as personal and professional. With the positive adoption of a variety of game technologies, students understand the potential of games for students 'personal development, as well as their impact on students' ability to think and imagine, their role in promoting learning curiosity, and their role in developing interpersonal relationships within the group.

An individual component includes two sub-components - internal and external identity. Internal personality traits describe the attitude of a future vocational education teacher toward the external personality traits of the other. External personal qualities imply recognition of the other person's subjectivity, tolerance, creativity, responsibility, reflexivity, his or her spiritual and creative potential.

The individual component also includes the creativity of the future teacher. Although the term originated in the scientific works of American and English psychologists in the 60s of the 20th century, it has been considered quite traditional in a professorialogram. The creativity of a future professional education teacher is very important in designing, using and correcting game technologies. The situation of the game depends on the freedom of the players, the voluntary participation, the lack of coercion, the potential of each participant. Creativity is strongly intertwined with subjectivity, which is also related to student independence, critical thinking, and independent thinking. Creativity can be expressed as a personal component of the game's competence at various levels: re-creation and creation of new gaming technologies, introduction of creative elements into known didactic games technologies. ability to see, flexibility and mobility of thought processes, their intellectual originality.

The importance of pedagogical reflexes as a personal component of the professional competence of teachers of professional education is extremely important. Pedagogical reflection is not only an analysis of today's movements, emotions and senses, but also an appeal to its own past experiences, which help to better understand the peculiarities of the past, which are of particular importance to the teacher during the game's creation.

The professional competence of a future professional education teacher is characterized by dynamism and persistence, and their integrity and interdependence. The dynamic is due to the fact that new games are constantly being introduced into the learning process, while others lose their importance and relevance. Sustainability testifies that the basic knowledge, skills, and experience gained in psychological and pedagogical theory and centuries of educational practice help the student to acquire the necessary level of professional competence.

CONCLUSIONS

To sum up, the professional competence formed by gaming technology can be seen on the one hand, as a professional competitor of a future teacher of education, and on the other hand, as independent.

We believe that the professional competence created by gaming technology is a holistic, professional-level device that allows teachers to effectively use various game technologies in the learning process.

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