

ADVANTAGES OF USING GAME TECHNOLOGIES IN EDUCATION

M. Yuldasheva, M. Nurmatova & O. Tolipova
Lecturers at Kokand State pedagogical Institute

ABSTRACT

The article discusses in detail the use of game technology in education, modern game methods, advantages, age-appropriate types of games.

Keywords: Innovation, interactive methods, innovative technologies, game technologies; problem-based learning; programmed learning; computerized learning; modular training.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The task of education today is to teach students to work independently in a growing information-learning environment, to effectively use modern information technologies in various fields and to use information flow wisely.

To this end, it is important to create opportunities and conditions for students to work independently on an ongoing basis and to teach them to think creatively and make independent decisions. The solution to this problem, of course, depends on the quality of teacher training, which is the main organizer of this process. The future of any society is determined by the level of development of its education system, which is an integral part of it and a vital necessity. Reforming and improving the system of continuing education in our country, which is moving forward on the path of independent development, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies and improving the efficiency of education has reached the level of state policy narrowed Socio-economic reforms in our country also highlight the need for specific changes and innovations in the education system.

Is the science of "Informatics" effectively taught, which is aimed at acquiring knowledge of modern information technologies, which are now rapidly introduced in all areas? Are students developing the basic skills needed to work with information technology for their careers? Can all teachers today design lessons correctly? What are the factors that make a lesson effective? It is a pity that we cannot answer such questions positively at the moment. According to the survey, in some groups of educational institutions in Namangan, students received relatively low scores in the control of computer science. This is a low quality indicator. The student must be able to effectively use modern software, hardware and communication tools to continue the next stage of education, especially in today's field of education, in particular: the development of information and information technologies in a modern developed society.

Informatization of society requires continuous innovation in the education system. Today, any style can immediately become obsolete and enriched with new techniques. What factors affect the achievement of the desired results in the classroom? Many researchers around the world have conducted research on the application of innovations in education. They contain good information on "innovation", "interactive methods", "innovative technologies", but do not have clear recommendations for improving the effectiveness of teaching information technology in educational institutions. Therefore, the main goal is to develop effective ways to use innovative

technologies to achieve high levels of mastery, in particular, to study the use of pedagogical innovations in modern information technology. The application of innovations in the educational process today requires the following tasks:

- Defining the exact purpose of the subject;
- determine the scope and content of science;
- develop and recommend the necessary educational technologies;
- creation of material and technical support of science;
- study the characteristics of students;
- Teacher training and lesson planning.

The most important of the above tasks is to develop the most appropriate educational technologies for the organization of the educational process. These problems cannot be solved by recommending a particular method, especially if the educator intends to use only reproductive teaching methods. The best way to achieve this goal is to develop integrated learning technologies in the design of the lesson and look for opportunities to use them effectively at different stages of the lesson. It is advisable to use the following methods of person-centered teaching in the teaching of computer science [1]: game technologies; problem-based learning; programmed learning; computerized learning; modular training.

These technologies can be used differently at different stages of the lesson, depending on the purpose of the topic and the content of the topic. A number of play technologies have been developed that are very effective in teaching science, taking into account the age characteristics of schoolchildren. According to experts, the main types of human activity are formed in three ways: work, play and study. They are all interrelated. It is argued that the laws governing the formation of children's mental activity based on school learning materials are embedded in play activities. However, play education is not the main form of learning to work with students. It does not develop students' cognitive abilities, but only increases their cognitive activity. The following group of games can be used to help students develop mentally.

1-group. Object games related to objects and objects. In this case, the student can understand the material world and their properties through toys.

2-group. Creative role-playing games that shape intellectual activity. For example, "Happy Coincidence", "What? Where? When?" and others. Such games are not only entertaining, but also a great source of heuristic and convincing energy.

3-group. Didactic games based on ready-made rules that develop students' mental abilities. As a rule, it requires the student to understand, compare, divide, generalize, and most importantly, know.

4-group. Adult professional design games. They provide students with opportunities to develop their work, gather the necessary material, and critically evaluate themselves and others. Work activity encourages cognitive activity.

5-group. Intellectual games that take place in a mental environment. Competitive games that allow students to compare their level of preparation. They encourage self-formation and, consequently, mental activity. The use of the games described above in the learning process allows students to manage a wide range of learning activities.

Based on the experiments, the following are examples of the following game technologies that can be effectively used in the teaching of computer science:

Brain-ring. This game is divided into 2 groups, in which the number of teams with 5-6 students each can be from 2 to 5. The facilitator asks each group short answer questions. If one of the participants is the first to answer correctly, all other questions will be asked only to that

participant, and points will be added for each correct answer. If the team does not deduct the points in time and does not stop the game and answers incorrectly during the game, all points earned by that participant will be burned. This means that the participant must stop the game at any time and deduct the points earned by the team. The rest of the questions will now have to be answered by other participants, who will also have the opportunity to score points for their teams. 1 point for each correct answer.

Chain game. The group is divided into 4 groups and 1 student from each group is brought to the board. 1 student says a science term. The next student says what the previous student said and adds his or her own. The next one adds a new one to the terms used by the previous 2 students. The game goes on like this, the lost student gets out of the game, and finally the student who doesn't get out of the game is rewarded. The game is very useful for strengthening memory.

Multiple numbers. The team of students participating in the game is ready for the game. The order of numbers is given in turn. But when it comes to a four-digit number, the student must say a computer command or a function of the auxiliary key instead of that number. Any student who breaks the rules will leave the game. The winner is the participant who actively continues the game for a certain period of time. The game is very effective in sharpening the memory.

In the company of friends. The game belongs to group 3, where several students perform different tasks of different computer devices or operating systems. They need to find a circle of friends. To do this, the computer's external and main devices, or internal and external commands, must find each other. Friends hold hands, form a circle, and describe themselves. This game reinforces knowledge and creates a sense of mutual support among students.

Who's smart? The group is divided into two groups, and one student from each group is brought to the board. One student writes a science term in their field. The next student uses an additional term that the previous student did not write. The game goes on like this, and the lost student gets out of the game. The team with the most correct and logical concepts on the field is the winner. The game is used to strengthen and repeat memory.

Who I am? This is the best way to describe the devices of a computer. One student asked, "Can't find who?" He will be helped by other students. "How am I not a device?", "Where am I used?", "When will my best talent be shown?", "Which devices will work with me?" and so on. The more questions asked and comments asked, the lower the student score. The smarter one has to solve the puzzle faster. The game can be used successfully not only on devices, but also in the description of the functions of the software, menu sections. The game plays an important role in understanding the properties of objects, developing memory and consolidating knowledge.

Programmer and customer. We recommend that you use the role of "Programmer and Customer" in your programming lessons. In it, the customer comes to the programming company and describes the requirements for the ordered program. "I need an ice cream stand," "I need a modern house project." For this task, the company, ie the members of the group, are divided into teams and assign tasks. They do it at the level of demand. A team of experts can assess the quality of the assignment and the company's performance. The game belongs to group 4 and allows students to think creatively and test their skills in practice.

Summarizing all of the above, we recommend the following feedback as a result of the use of game technology:

1. Play is an independent form of development of children of different ages.
2. Games are the freest form of developing creative thinking, increasing the activity of self-awareness.
3. Game development practice, reason: children develop for what they play, they play for development.
4. Play is freedom of mind and creativity in self-awareness, self-management.
5. In the game, students will have the opportunity to apply their theoretical knowledge in practice, begin to articulate questions to explain events and existing features of science.
6. Students can express and defend their ideas in the game.
7. Play is the main communication platform for children, where personal problems are solved. Relationships are formed between people.

In short, today we have a "repository" of games, ranging from simple games that physically raise a child to intellectual games that are popular among adults as well. In all games, the player quickly masters the conditions of the game and takes on the task assigned to him. By following the rules of the game, the player will be able to make their own decisions in solving problems in the game. Competition in the game will help you to improve your personal qualities. Only a student who is well versed in modern information technology and able to use it for the right purposes will be able to improve their skills in the future, use them correctly in their professional activities and, of course, become a perfect person.

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