

ENTERTAINING AS A MEANS OF PSYCHOLOGICAL AND PEDAGOGICAL IMPACT IN THE PROCESS OF FORMATION OF ICT COMPETENCIES

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ABSTRACT

This article discusses various didactic tools developed by the author to enhance the cognitive activity of students in the process of information preparation based on role-based information modeling. One of such means is entertaining, humor. Describing humor as a pedagogical tool, we single out and describe in this chapter of the dissertation the following functions of humor: emotional, informational, educational, diagnostic and motivational. Here are information models of comic tasks, the implementation of which in a spreadsheet processor environment requires a deep understanding of many of its capabilities. The desire to use humor in professional activities may be due to various reasons, but in any case, this pedagogical tool should contribute to the positive solution of pedagogical problems.

Keywords: Didactic, games, humor, functions, professional activities, pedagogical, means.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the process of information preparation, such means, for example, can be didactic games developed by the students themselves; crosswords on the history of the development of computer technology and methods of teaching computer science; spreadsheet processors used to program jokes and jokes, etc.

One of the didactic tools “exciting students' interest and attention” is humor. The following definition of humor is given in the philosophical encyclopedic dictionary: “Humor (lat. - humidity) - according to ancient teachings, the correct measure of humidity, i.e. “Healthy juices” in man ... Humor sees in the serious and the great the insignificant and the petty, without, however, condemning the first with destructive criticism.

Conversely, in the mind-contradictory sense of humor is reasonable ... it relies on seriousness, love and great freedom of spirit ... humor is very conducive to a favorable life together of people (Geffit) ... humor is also a means of knowing oneself correctly, without underestimating and not overestimating yourself ... (Goethe) ”[5, p. 550]. The author is convinced that if you can become a good scientist without a sense of humor, then you can never be a good teacher. In the modern encyclopedia on pedagogy, it is noted that “for a teacher, humor is one of the most important professional means. Appropriate and skillful application of puns, funny short stories in class refreshes attention, gives students the opportunity to rest. In a certain way, the use of humorous stories in the classroom is also an element of the scientific organization of pedagogical work ”[2, p.690]. However, speaking about the serious pedagogical role of humor, the author cannot but agree that “in pedagogical practice everything is not so simple on this issue. No one denies the positive role of humor, but almost no one uses it. Not a single textbook of pedagogy and psychology has corresponding sections. It is generally accepted that witty teachers can use humor in their work, but this is simply not given to the rest, and this cannot be learned. We believe that humor is not only desirable, but also a mandatory component of

the teacher's work"[4, p.5-6].

In the work "Functions of humor in pedagogical activity" he also considers humor not only as a character trait of a teacher, but also as a pedagogical tool: "By humor we mean a pedagogical tool based on the awareness of communication participants of various types of discrepancies (between expected and what happened, between the visible and the real, etc.) associated with a comic effect that relieves psychological stress and contributes to the creation of benevolent relationships"[3]. Characterizing humor as a pedagogical tool, the author identifies four of its main functions in pedagogical activity: informational, emotional, motivational and regulatory.

In a dissertation study by J. Greck, "Methodological foundations of the use of humor in the process of preparing English language teachers," a similar definition of humor is given: "We defined humor as a pedagogical tool, which is based on the awareness among participants in pedagogical communication of various types of discrepancies (between visible and real, between the form and content, etc.) associated with a comic effect, contributing to the activation and optimization of the educational process". This study proposes seven basic functions of humor as a means of pedagogical influence: informative, cognitive, emotional, motivational, communicative, developing, diagnostic and regulatory.

Let us present our own approach to the definition and interpretation of the basic functions of humor in the process of information and professional training of students, given that it is somewhat different from those proposed above.

Emotional function. As many scholars rightly note, "humor can act as a means of relieving psychological stress, psychological relaxation, creating creative well-being and, ultimately, contributing to the effectiveness of pedagogical activity" [3]. In our opinion, O.A. Sergeeva is successfully quoted by A. Modi, who in his book "On Laughter, or The Healing Power of Humor" wrote that a person's ability to laugh is as important an indicator of his health as all others. Thus, humor can act as a means of personal emotional support and emotional support for others. This becomes especially relevant when teaching students of all specialties of extramural studies, as well as during the last pairs in the full-time department. It is highly desirable, in our opinion, to use this quality of humor in the classroom while improving the qualifications of school teachers and university teachers. So, it's a sad joke that "these teachers are somehow strange - they have already been promised so much, but they're not enough!" sometimes it allows you to relieve stress from teachers, to establish initial contact. The function of humor, which allows you to establish contact with students, which regulates: "humor regulates relations between teachers, between teachers and students, between students. It is of great importance already at the stage of formation of these relations. Sometimes, to enter into communication, the teacher begins with a witty remark or story about a funny story. To force a person to laugh means to enter into emotional contact with him, to arouse his disposition and, to some extent, confidence".

Educational function. Many modern scholars point out that education should be hidden. We have repeatedly noted that upbringing in the learning process, well known in pedagogy, is rarely used in the process of information and professional training of university students. One of the means to simultaneously realize purely educational and educational tasks may be humor.

Diagnostic function. By reacting to jokes, a teacher (teacher) can obtain information about students, in particular, not only about their ability to understand and accept humor, but also about the presence or absence of knowledge necessary to understand a joke (anecdote). So, a

joke about a person who, while working with the Norton Commander program shell, regularly presses the F6, Enter, Tab keys and sings “I love move it”, can only be understood by those who know the purpose of the F6 function key, the special Enter key and the navigation key Tab.

In recent years, the author often applies various jokes in the first lectures on various academic disciplines for both students and school teachers and university professors. The reaction allows you to feel the audience, its mood, and sometimes to determine the level of training of students, which sometimes leads to the need to adjust the content of the course being taught.

Motivational function. As is well known in pedagogy, the success of educational activities depends on many factors of the psychological and pedagogical order. A large role is given to motivation. According to some scientists, “a high positive motivation can make up for a lack of special abilities or an insufficient supply of knowledge, skills, playing the role of a compensatory factor” [1, p. 186]. Based on extensive practical experience, we can note that the amusement of the task often allows you to motivate students to find ways to solve it. So, when teaching students in various fields of computer environment, MS Excel is rather difficult to explain is the topic "Formats of numerical data." Programming the game “Royal Square” [6] leads students to new ideas, the implementation of which requires new features of the programs studied.

Information auxiliary function. Humor can contribute to a better assimilation of educational material, being the "reference signal" that is most well remembered by students. In our opinion, in a number of cases, humor helps very accurately “grab” the main, essential points of the discussed concepts, phenomena, processes, and draw attention to them. At the same time, explaining a new term (a new method, a new concept, new features of programs, etc.), one cannot limit oneself only to humor. Hence the need for the additional word “auxiliary”, which is interpreted as “auxiliary, additional”.

Note that all of the above functions of humor in pedagogical activity are associated with communication, therefore, for the successful use of this pedagogical tool, the teacher must have a complex of communicative skills, which is not always the case in practice.

“Generalized criteria for the preparedness of a future teacher to use humor in professional activities: cognitive, operational, motivational. Each criterion is revealed through the necessary empirical indicators:

- cognitive (the presence of knowledge about the use of humor in pedagogical activity; the ability to apply the necessary knowledge; search and acquisition of new knowledge);
- operational (the ability to organize communication in such a way that the use of humor is effective; the ability to react with humor in the current situation; the ability to select the necessary techniques based on the didactic functions of humor);
- motivational (the desire to use humor to express one’s individuality; the desire to use humor as a means of activating and optimizing the educational process) ”[3].

Turning to some conclusions of the above study, we note that if it is difficult to disagree with the statement that “humor plays an important role in the formation and development of the personality, enhances the emotional and intellectual culture of the future teacher, activates and optimizes the educational process” that statement about the need for the integrated use of the tools is not indisputable.

Thus, we have shown that a comic statement of the problem helps students of various specialties to effectively master the tools for developing role-based information models.

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