

CHAPTER 1. MODERN EDUCATION SYSTEM

§1.1. THE IMPORTANCE OF GAME TECHNOLOGIES IN THE TRAINING OF FUTURE VOCATIONAL TEACHERS ON THE BASIS OF COMPETENT APPROACH

In today's market economy, on the basis of high level of knowledge and professional skills of future teachers of higher education, they can analyze pedagogical activities and production processes, promote new non-standard ideas, rational, modern methods and tools, professional and scientific information. methods that can be applied in practice. Therefore, in the process of training highly qualified specialists in the field of vocational education, it is important to design the content of vocational education on the basis of a competency-based approach, focusing on defining competency-based approaches to designing content that combines fundamental and vocational areas.

The formation of professional competence of future professionals is manifested through the expression of its specific features associated with mental, subject-practical and motivational factors in professional-pedagogical situations.

Although the concept of professional competence of teachers has long been in the spotlight of educators, psychologists, methodologists, but mainly appeared in the late 80s and early 90s of the twentieth century. The concept of "professional competence of the teacher" is the first point of view in encyclopedias and reference books. Is a generally accepted interpretation of concepts such as "competence", "competent" and "competence". The analysis of the different approaches to defining the content and essence of the mentioned concepts has made it possible to determine that the competence includes a number of qualities such as awareness, knowledge, ability, experience, full rights. Although the terms "competence" and "competence" are lexically traditional enough for practice, they gained semantic-pedagogical orientation only in the 1970s.

Professional competence demonstrates the integrity of the teacher's interconnected and interdependent theoretical and practical training, which is based on a flexible mastery of educational process technologies, psychological and pedagogical information base of the individual in combination with experience, as well as readiness and ability to perform specialized educational activities.

The structure of professional competence includes gypsum interconnected informational, functional and technological components. The information component includes general pedagogical, psychological knowledge, etc., which belongs to the disciplines studied. The activity component includes the skills and competencies required to perform the tasks of pedagogical activity. The technological component provides for unis-efficient methods of organization 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, personal development, as a complex result of labor, 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 psychological and pedagogical conditions for the gradual development of students' ability to manage the mechanisms of stabilization, replenishment and transfer of professional competencies. The stages of their implementation are as follows: teacher management of student activities; joint management of professional competence mechanisms by teacher and student; self-management of the professional self-development of the future specialist.

The formation of professional competence of future teachers of vocational education should be formed as a motivating factor in improving the interest and ability to

learn, pedagogical culture. As an important factor in solving the problem, future teachers of vocational education are required to improve their pedagogical skills, deepen their professional knowledge and improve their skills.

Currently, in the formation of professional competence, great attention is paid to professionally oriented learning technology (business and role-playing games, etc.).

In higher education institutions, career-oriented teaching technologies are considered to be technologies that help: the formation in students of personal qualities that are important for their future professional activities; acquisition of fundamental, interdisciplinary and specialized knowledge that will help to successfully perform functional tasks in the chosen professional direction after graduation.

The implementation of career-oriented teaching technologies in the educational process of the higher education institution provides for: achieving the set goals in the training of future professionals, active involvement of students in the process of conscious mastering the content of vocational education; providing the necessary social and cognitive motivation, the formation of a system of professional values; personal development of students as future teachers.

The main purpose of designing and developing professionally oriented teaching technologies is to create a special learning environment by the teacher of the higher education institution, which allows to activate the pedagogical interaction of the subjects of the educational process within the subject with the successful achievement of educational goals. One of the professionally oriented learning technologies that is actively applied to the learning process today is game technology.

The concept of "game" is one of the broadest and most ambiguous. The most important of the psychological and pedagogical definitions of the game is the recording of its peculiarities as a separate type of activity.

The game is characterized as a social tool by its origin, with the help of which a person acquires the world around him, social relations. According to LV Lavrinenko, the game is a universal form of activity, within which the main progressive changes take place. It develops a person's personal consciousness through repetition and mastery of social experiences [8].

Play is a type of activity aimed at imitating a person's real actions. Play activities lead to the development of new qualities of the individual as a person. It is the rules of playful behavior that are well remembered, the game teaches and educates the learner. Play activities affect the development of attention, memory, thinking, all cognitive processes [11].

D.B. Elkonin, considering different approaches to the description of the game, noted that in the game, in addition to the conditions of direct utilitarian activity, social relations between people are re-created [11].

D.N.Uznadze pointed out that the content of the game can be: the game itself; learning activities (exercises, problem solving); communication (discussion, discussion of questions); labor movements (preparation of models) and others [12].

As O.S. Gazman points out, "the game always takes place in two dimensions of time - the present and the future. The game, on the one hand, provides a momentary joy, serves to meet the current needs of the child, and on the other hand is always focused on the future, because it simulates certain life situations, or the qualities, qualities, skills needed to perform social, professional, creative functions, skills and abilities are strengthened" [5].

Learning games are a process of "integration" into other activities, independent and autonomous as a method of stimulating interest in learning, active learning technology (eg, business games), a form of reproduction of the subject and the social content of professional activity, a system of relationships specific to this type of practice.

modeling (business, role-playing games) can occur as a type of play organized by adults to perform educational tasks [1; 2; 9].

Children's games have long been considered the most common form of play. However, today the game has a significant place in the educational process, which is organized in educational institutions, that is, in the preparation of the adult population, including students studying in higher education institutions, for future professional activities, has a high enough status in the retraining of teachers working in educational institutions, in solving problems in society in an innovative way [6; 13; 15].

The importance of games is obvious today, when innovative technologies are widely used in the educational process. Games stimulate students' interest in learning activities, which in turn enhances his cognitive process, creative qualities, positive emotions, the desire to work together. Through the use of educational games, future vocational education teachers are satisfied not only with play activities, but also with the development of their intellectual potential, working together, finding collective solutions to problems that are both cognitive and professionally oriented and making joint decisions [7; 14].

Learning games represent the imitation of real (emotionally oriented, practice-oriented) situations that create the ability of participants to act together in specific situations, the development of communicative skills and abilities. Learning games enrich real knowledge to a higher degree than theoretical knowledge, which develops and improves the practical skills and abilities of future professionals. While they are more attractive than traditional forms of education in higher education, educational games stimulate students' research activities and stimulate their desire to supplement their knowledge in both the chosen professional field and related fields of activity.

In the process of the game, which is organized in higher education institutions, the teacher must be able to listen to each student, so that he himself can become an interested listener, taking into account the views of all participants in the game. The teacher must respect the qualities of each participant in the game teams. This is a prerequisite for successful communication in the game.

Thus, play is a rare means of implementing teaching in educational institutions without pressure. Game technology is tailored to the natural needs and desires of students, so learning through game technology is also convenient for the learner. Depending on the games, all cognitive processes (concentration, memory, thinking) in learners are activated, creative and professional skills are developed. Educational games help to record fatigue, overcome psychological barriers. Their use always leads to good results, increases interest in the subject, focuses on the main thing, that is, to develop the ability to cooperate in a natural communication environment during the game.

The place and role of games in the learning process depends on the extent to which the teacher understands the functions of pedagogical games. The following most important functions of games can be highlighted [3; 4]:

1) socio-cultural (knowledge that affects the formation of the individual, the acquisition of norms and values of society, acquaintance with the culture, spiritual values, interactions of different countries);

2) communicative (interaction of children and adults with each other);

3) game therapy (helps to overcome the difficulties that arise in communication with people, to overcome any difficulties encountered by the person);

4) correction (students with adaptation, deviations in behavior are helped; or all participants of the game are in the same conditions);

5) interethnic communication (acquisition of the same socio-cultural values for all (tolerance, adequate understanding of the features of the culture of foreign countries));

6) fun (creating a comfortable environment that leads to self-confidence, self-expression);

7) self-awareness function (this is the most important function because play is one of the leading areas of personality realization) and therapeutic function (game is used to overcome any difficulties a person faces).

In any case, the main distinguishing feature of games is the clearly defined goal and the corresponding pedagogical result.

Properly structured play allows [5]: nurtures memory, shapes speech ability; teaches teamwork in group assignments; teaches organization of activities, finding solutions to game problems, evaluating work productivity and work quality; stimulates the mental labor of students.

Each game type will have its own technology. But nevertheless, any educational game is characterized by the following set of operations and actions that are typical for each game used in professional pedagogy: the learning space of the model is to create a real situation in which all the essential signs of reality are manifested; the definition of roles, their interactions in the learning space recreates different aspects of the conflict situation that are modeled; to create a positive emotional mood, which contributes to the emergence of interest, motivation for future activities; organization of active role-playing activities of students; implementation of reflection of their activities by students; the repeated actions of students in the context of modeled changing real situations.

Incorporating games and play technologies into the learning process by combining them with other technologies makes the teaching process more effective for students.

Game-based learning is superior to other teaching methods in that it allows you to live for a while in situations that are close to real-life conditions. It should be noted that game technologies never completely replace the traditional learning technologies that have been tested with many years of teaching experience, but rather complement them.