

EXPERIMENTAL AND SEARCH WORK ON THE IMPLEMENTATION OF GAME TECHNOLOGY IN THE SYSTEM OF SUMMER RECREATION

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ANNOTATION

This article includes a wide group of game pedagogical technology, its techniques and methods. Also, a certain activity of the teacher: selection, development, preparation of games; involving children in play activities; implementation of the game itself; Processes such as summarizing the results of game activities are covered.

Keyword: Game, discipline, game pedagogical technology, pedagogy, cognitive activity, cognitive needs, child growth and development.

Game pedagogical technology is an extensive group of techniques and methods, which includes a pedagogical game. This is a certain activity of the teacher in: selection, development, preparation of games; inclusion of children in play activities; the implementation of the game itself; summarizing the results of gaming activities.

The prominent Russian psychologist and philosopher L.S. Vygotsky said: a personality is an integral mental system that performs certain functions and arises in a person in order to serve these functions. Personality qualities are stable reactions to the phenomena of the world, a reactive response to a certain object or events associated with this object, fixed in a certain form in the history of personal development. In the views of L. S. Vygotsky, personality is a social concept, it is represented in it through the natural, historical in man. It does not cover all the signs of individuality, but puts an equal sign So, according to the point of view of A.N. Leontiev, activity is a concept that indicates the ability of living beings to produce spontaneous movements and change under the influence of external and internal stimuli - stimuli. T.I. Zubkova under the concept of cognitive activity means the natural human desire for knowledge. According to V.S. Ilyin, the development of cognitive activity is based on the child's overcoming of the contradictions between the constantly growing cognitive needs and the opportunities for their satisfaction that he has at the moment.

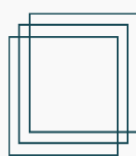
In our work, by cognitive activity we will understand independent education, an active state that expresses the intellectual and emotional response of the child to the process of cognition: craving for new knowledge, mental stress, manifestation of efforts associated with volitional influence in the process of obtaining knowledge, readiness and desire child to the learning process.

Communication skills provide:

- social competence and consideration of the position of other people, a partner in communication or activity, the ability to listen and enter into a dialogue;

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- integrate into a peer group and build productive interaction and collaboration with peers and adults

“Moral norms” are rules, requirements that determine how a person should act in a particular situation. A moral norm can encourage a child to certain actions and actions, or it can prohibit or warn against them.

"Education" is the process of purposeful formation of personality. This is a specially organized, managed and controlled interaction of educators and pupils, whose ultimate goal is the formation of a personality that is necessary and useful to society.

The concept of "moral education" is comprehensive. It pervades all aspects of human life. That is why the outstanding teacher of our time, V.A. Sukhomlinsky, having developed an educational system for the comprehensive development of the personality, quite reasonably believed that its system-forming feature is moral education. "The core of moral education," he writes, "is the development of the moral feelings of the individual" 66 . "Moral education of the individual" is a complex and multifaceted process, including pedagogical and social phenomena. However, the process of moral education is autonomous. This specificity was once pointed out by A.S. Makarenko 67 . He considered the main tasks of moral education: 1) the formation of moral consciousness; 2) education and development of moral feelings; 3) development of skills and habits of moral behavior.

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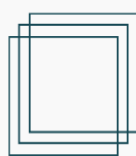
- social competence and consideration of the position of other people, a partner in communication or activity, the ability to listen and enter into a dialogue;

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In our work, we offer a new game technology "Take it off/slowly!". We interest the child in the name: he immediately sees a plain text, an incentive to action and thinks out his own, probably different intent. Technology can be carried out at various stages of the learning process: studying, expanding, generalizing, testing knowledge.

In our technology, the initial model of the state of the student looks like this:

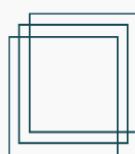
Teenagers have difficulty in communicating with their peers, the most important figures in the life of the younger generation are their friends. They really expect support from society, but can easily start an argument. Important components of social interaction are friendship and distrust of people.

The technology of conducting a lesson-game consists of the following stages:

1. Stage of preparation (determination of the educational goal, description of the problem under study, drawing up a plan for conducting and a general description of the game, developing a scenario, placing the actors, agreeing on the conditions and rules of the consultation);
2. Stage of conducting (directly the process of the game: performances of groups, discussions, defending the results, examination);
3. The stage of analysis and discussion of the results of activities (analysis, reflection, evaluation, self-assessment, conclusions, generalizations, recommendations).
4. So, the game is the most important component of the technology of raising children, it is a testing ground for their social tests, i.e. those tests that are chosen by children for self-examination and during which they master ways of solving the problems of interpersonal relations that arise during the game.
5. It is assumed that the participants will dynamically develop creative thinking, cognitive processes, leadership and organizational skills. The use of the proposed forms of work will serve to create conditions for the realization of the abilities and inclinations of children, which will have a significant impact on the formation of interest in various types of social creativity, in creative activities.

Planned results:

1. motivation for one's own development, participation in one's own activities, manifestation of social initiative will be realized;
2. communicative, cognitive, creative abilities, the ability to work in a team will be developed;
3. motivation will be created for an active life position in the formation of a healthy lifestyle and obtaining a specific result of their activities.



Evaluation criterion	4	3	2	1
Participation in the life of the group				
Cooperation with other members of the group and the opponent's group				
Tactfully and correctly expressing your point of view				
Initiative				
Ability to listen and hear				
The ability to cheer				
Interest				

At the same time, the maximum number of points was 28 points, the minimum - 7 points.

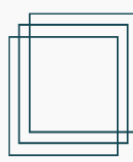
Adolescents scored from 0 to 7 points at a low level of emotionally developed state, from 7 to 15 points at an average level, and from 16 to 28 points at a high level.

Pros and cons of the game:

1. Increasing interest	1. Complexity in organization and problems with discipline
2. Student activation	2. Take a lot of time
3. Better absorption	3. Not for any material
4. Team building	4. Require a lot of preparation
5. Development of thinking	5. Difficulties in assessing students
6. Discharge voltage, change Activities	6. Does not allow the formation of a knowledge system
7. Соревновательность, доступность	7. The work of the same students
8. Development of creative abilities	
9. Shaping Responsibility	
10. Good way to secure	

- 1) the game reflects various motives of behavior;
- 2) there is an emancipation of the personality: self-doubt, shyness, timidity are overcome and such personality qualities as independence, sociability, contact develop;
- 3) emotional experiences during the game influence the formation of the worldview;
- 4) expanding horizons and general culture;
- 5) a non-standard, critical attitude to reality is formed.

In the course of the work done, we found out that the game has great potential. Also, with the help of the game, you can influence children and adolescents. The child's personality develops through play. Through the use of gaming technologies, we have achieved our goal. The level of communication skills and moral abilities has increased, even if not significantly. This fact is theoretically confirmed.



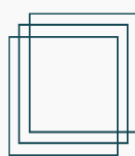
We got acquainted with the concept of "game", consider its history, find a classification of games; considered the concept of "pedagogical technology", compare the concepts of "pedagogical technology" and game technology; studied the psychological characteristics and age needs of adolescents for more effective use of gaming technologies; considered the methodological support of children's health camps, analyzed the author's educational programs, developed a gaming technology.

The game forms positive qualities for interpersonal relationships, is a strong stimulant for the vigorous activity of children and adolescents. They are designed to acquire the ability to express themselves, to understand the trainee himself and the positions of other people. The child in the game masters moral norms and rules of behavior. The game is also a fairly effective tool for learning, it facilitates the educational process, involving students with different pace of work and levels of knowledge of the material, guarantees a positive emotional state, increases efficiency, relieves fatigue and increases motivation for learning.

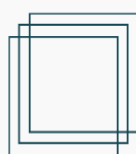
Thus, our hypothesis put forward at the beginning of the work: the educational process of adolescents will be more effective if gaming technologies are introduced into the educational process, combining them with other technologies, was confirmed by solving the tasks that were set to achieve our goals. In the course of the work, we assumed that gaming technologies effectively influence the process of education and upbringing.

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