

THE FUNCTIONS OF THE GAME IN THE EDUCATIONAL PROCESS

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Abstract

The article deals with game technologies as a means of activating the cognitive activity of students and implementing the activity approach in education. The relevance of this topic is due to the fact that at present the game is widely used in folk pedagogy, namely, in preschool and extracurricular institutions. The purpose of the article is to show the main functions of the game technology, its features.

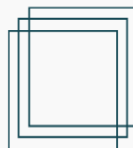
Keywords: game technologies; pedagogical game; cognitive activity; activity approach; educational process.

Since ancient times, people have used the game as one of the ways to learn and transfer knowledge and experience from older generations to younger ones. Currently, the game is widely used in folk pedagogy, namely, in preschool and extracurricular institutions. In modern schools, helping to activate the learning process, play activity is used:

- as an independent technology for mastering a concept, topic, or even an educational section;
- as an element of general technology;
- as part of a lesson;
- as a technology of extracurricular work. Selevko defines the concept of "game technology" as "a type of activity in situations that are aimed at recreating and assimilating social experience, in which self-management of behavior is improved and developed" [5, p.124].

The concept of "game pedagogical technologies" includes a fairly extensive set of techniques and methods that help to organize the pedagogical process in the form of various pedagogical games. The pedagogical game differs from ordinary games in that it includes a clearly defined learning goal and the corresponding pedagogical result, characterized by an educational and cognitive orientation. The game form of classes is created in the classroom with the help of game techniques and situations that act as a means of stimulating and encouraging learning activities.

The psychological aspects of play activity are based on the fundamental needs of the individual in self-realization, self-expression, self-regulation, self-affirmation and self-determination. As you know, the ability to engage in the game is not related to the age of the person, however, at each age, the game has its own characteristics.



According to D. B. Elkonin, each age period has its own leading activity, in each of which certain mental neoplasms appear and form. For preschool children, play is the main activity. All subsequent preschool age periods with their leading activities (junior school age-educational activities, middle-socially useful, senior school age-educational and professional activities) do not exclude play, but continue to include it in the development of children. The optimal combination of the game with other forms of the educational process leads to difficulties for teachers [6, p. 102].

The game is good because it combines commitment and voluntariness, rationality and emotionality, tension and entertainment, reality and mysticism, personal interest and collective responsibility. When playing, the child acts according to personal attitudes and motives, and this is the pedagogical value of the game.

The main feature of the game activity is its two-dimensional nature: on the one hand, the playing child performs a real activity solves a specific task, and on the other hand, a number of moments of activity are conditional in nature, which allows you to abstract from the real situation. Planning allows you to remove the psychological stress, because in case of failure, the game can be repeated several times, especially for simulation games.

You can also distinguish other features of the game:

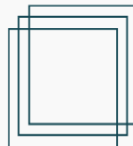
- entertaining;
- collectivity;
- problematic;
- activity of participants;
- creative nature;
- emotional coloring.

At the lesson, the implementation of game techniques is carried out in the following main directions: - setting a didactic goal for students in the form of a game task; – subordination of educational activities to the rules of the game; – introduction of an element of competition that translates the didactic task into a game; – successful completion of the didactic task is associated with the game result.

The role and place of game technologies in the educational process, as well as the combination of various elements of play and learning, largely depend on the teachers' understanding of the functions of pedagogical games.

Here are some examples of the most important features of the game.

1. Socio-cultural purpose of the game. The game acts as a means of socialization of the child, which includes socially controlled processes of their purposeful influence on the formation of personality, the assimilation of norms, knowledge and spiritual values that are inherent in society or a group of peers, as well as spontaneous processes that affect the formation of a person.



2. The function of interethnic communication. I. Kant argued that humanity is itself sociability. The games are national and at the same time international, interethnic, universal. With the help of the game, it is possible to simulate different situations of life, to find a way out of conflicts, avoiding aggressiveness.

3. The function of self-realization of a person in the game. This feature of the game is considered one of the main ones. In the game, a person can realize himself as a person. It is in this regard that the process of the game itself is very important, and not its result, competitiveness or achievement of any goal. Process games are a space for self-realization.

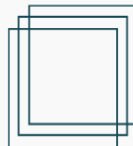
4. The communicative function of the game. A game is a real communication activity. It introduces the student to the real situation of human relations. Any game society is a collective that acts in relation to each player as an organization and a communicative principle that has a huge number of communication links.

5. Diagnostic function of the game. The game is more diagnostic than any other human activity. The student behaves in the game to the maximum, showing their intelligence and creativity. The game itself is a special "field of self-expression".

6. Game therapy function of the game. In his work, D. B. Elkonin evaluated the therapeutic value of game techniques and concluded that the effect of game therapy is determined by the practice of new social relationships that a child receives in a role-playing game. It is the practice of new real relationships, in which role-playing places the child with both adults and peers, in a relationship of freedom and cooperation instead of a relationship of coercion and aggression, that ultimately leads to a therapeutic effect.

In the modern methodology, there are a huge number of classifications of games. Games are distinguished by the type of tasks, by the goals and content, by the time and duration, by the level of difficulty, and so on. Also, the games are divided into: – language (phonetic, lexical, and grammatical); – speech (listening, reading and writing). With the help of language games, students consolidate grammatical material, practice vocabulary and pronunciation. Speech games allow you to apply the practical use of language material. For example, in the classroom, students can simulate situations of negotiations, communication by phone and, thus, use the acquired knowledge in various life situations. Many teachers strive to build all the lessons in the form of a game.

However, this is only possible when teaching young children aged 3-6 years, because they learn new words and expressions faster if the presentation of the material is designed as an exciting action. With older students, it is recommended to introduce an



element of play into the lesson, alternating with other techniques. Thus, game technologies play an important role in the educational process. The game not only activates the activity of students and reveals cognitive interest, but also trains memory, helps to develop speech skills; stimulates mental activity, develops attention and cognitive interest in the subject. The game is considered one of the methods of overcoming the passivity of students.

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