

UDC 378

## GAMING TECHNOLOGIES AND PROBLEM-SEARCH TRAINING IN TRAINING AND EDUCATION OF A PROFESSIONALLY COMPETENT SPECIALIST.

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**Abstract.** *The author reveals the essence of the pedagogical conditions for the formation of students' readiness for independent learning activities. We consider the educational business game as a means of teaching, its ability to successfully implement goals and achieve real results in the form of knowledge, skills, abilities, experience, creative activity, moral and other personality traits.*

**Key words:** *professional adaptation, motivation of educational activities, educational business game, backup line of parallel learning, independent work of students, interdisciplinary integration, didactic modeling, foreign language competence.*

### **Introduction.**

The use of the game system in the reserve learning model is justified by the general characteristics of the game form of learning, such as: motivation, generalization, activation of the imagination, the possibility of free variation in the conditions of activity, means of mastering knowledge, skills and abilities. The game, as a special human activity, is focused on the knowledge of professional and social reality. The educational business game is a two-dimensional pedagogical phenomenon. Combining the functions of training and control in the mode of independent work of students, the essence of the educational business game as a means of learning and its ability to successfully achieve goals and achieve real results in the form of knowledge, skills, abilities, experience, creative activity, moral and other qualities of the student is manifested. As a result, the formation of a creative, active, socially and professionally competent personality of a future specialist takes place.

### **Main text**

Our model uses the following psychological and pedagogical principles for the design and application of educational and business games:

- simulation modeling of specific conditions and dynamics of production and game modeling of the content and forms of professional activity;
- the problematic nature of the content of the simulation model and the process of its branching in the game model forms students' skills in analyzing business situations, isolating a problem, finding a solution, and communicative activity;

- the principle of joint activity means that a business game is possible if there are several participants who enter into communication and interaction in order to discuss the position and make a decision on the game situation; it requires a competent choice and distribution of roles, determination of the powers of actors, their interests;
- the principle of dialogic communication reflects the need to solve educational problems and problems, prepare and make agreed decisions;
- the principle of developing the cognitive activity of the individual, which is achieved not only through the problematic content of the game, but also through the role positions of the participants, who analyze emerging problem situations in accordance with the requirements of the role.

In accordance with the principle of the duality of the game, the achievement of game goals serves as a means of realizing the goals of training, education and development of the individual, that is, the game activity is aimed at developing the personal characteristics of the future specialist; "frivolous" game form allows the student to be intellectually liberated, to show creative initiative; students must be aware of what they are doing, performing as players, and what - as future professionals. All of the above requires setting certain gaming and pedagogical goals for students.

The effectiveness of using the system of business games in the system of parallel learning in the mode of independent work depends on the observance of the principle of the integrity of the pedagogical process, which is implemented in the course of gaming technologies.

The cooperation of the teacher and students eliminates the authoritarianism of learning and control, assuming voluntary, independent creative activity, increasing the motivation for learning and the effectiveness of the game.

The process of organizing game learning provides for the creation of conditions for the manifestation of creative activity by students, aimed at the conscious, independent assimilation and application of knowledge, skills and abilities. Different variants of games can be based on the reproductive or creative activity of the trainees. The highest level of creative mental and activity is manifested in the independent development of the idea, plan, course and tasks of the game by students, the implementation of judicial and expert functions by them. The implementation of the principle of consistency and consistency suggests that when studying topics and sections, complexes of educational and game tasks are used in a certain logical sequence; the process is built on the principle of gradual complication of tasks for the use of previously acquired knowledge, skills and abilities, which contributes to their development and creates conditions for mastering new ones. In the process of

implementing game-based learning within the framework of independent work, there is the availability of educational material, an individual approach to learning; at the same time, deliberate simplification of tasks is excluded, and a realistic and potentially feasible level of complexity is provided.

The game building scheme includes the following steps:

- 1) development of terms of reference based on the study of the object of the game, the definition of the type of game, the definition of game goals and parameters, the formulation of goals, the establishment of regulations;
- 2) creation of a scenario project, including a set of possible solutions, data collection and processing, choice of technical means, definition of game rules and game structure, drawing up instructions and manuals for playing the game;
- 3) determination of the composition of players, their functional duties, structural interaction of participants;
- 4) approbation of the game model;
- 5) debugging of documentation and corresponding adjustment of the incentive system, fines, time parameters;
- 6) demonstration of the game to a wider circle of people;
- 7) evaluation of results with subsequent modification of playing behavior.

As the initial object of modeling, the position of a middle and top manager with an economic education was chosen. In the context of a systematic approach to activity modeling, a system of professional functions is defined, which should be developed during the proposed training course:

- forecasting and planning functions, which are reflected in the ability to conduct marketing research in the conditions of an already existing situation and identify potential changes in the course of given actions;
- organizational and effective function, expressed in the skills of conducting advertising campaigns for an existing or new brand;
- operational and preparatory function - conducting business correspondence on the basis of a clichéd norm, drawing up business documentation;
- communication and management - business negotiations, interviews, briefings, distribution.
- under the functions are considered the areas of activity of specialists chosen by us, acquired in the course of reproductive, control-analytical, generalizing and systematizing action.

The performance of the function is based on the development of professional skills, manifested in the readiness to successfully perform professional duties based on the creative application of knowledge, skills and practical experience in changing

conditions of activity. The integration of the proposed training course implies a combination of professional foreign language skills, of which the latter are decisive, since the purpose of our study is to create a model for teaching foreign language professional communication in the mode of independent work of students.

### **Summary and conclusions.**

**Have been considered that** The performance of the function is based on the development of professional skills, manifested in the readiness to successfully perform professional duties based on the creative application of knowledge, skills and practical experience in changing conditions of activity. The integration of the proposed training course implies a combination of professional foreign language skills, of which the latter are decisive, since the purpose of our study is to create a model for teaching foreign language professional communication in the mode of independent work of students.

### **...Were received the following data:**

- Independent work of students is the leading form of education, development and formation of the student's personality in the university, it is the main system-forming factor in the student's attitude to educational and cognitive activity.
- The extracurricular form of independent work is an effective technology for managing the student's self-development, based on the principles of integrity, individuality, independence, reflexivity, consistency, variability, awareness and comfort of the educational process.
- Independent work of students is a multidimensional pedagogical phenomenon that can be considered, depending on specific didactic goals and objectives, as one of the main forms of education, as a specific method or means of education, parallel to other main forms of education, as a process of organizing the educational and cognitive activity of students with its special forms and tasks, content, methods, means and the corresponding result.
- The main direction of increasing the effectiveness of this type of educational activity is to find conditions for the full disclosure of organizational, didactic, psychological, and physiological aspects.
- A holistic system for organizing independent work includes structural and functional components, the first of which include goals, objectives, forms, methods and means of teaching, student activities, teacher activities and their results; the second includes gnostic, communicative, constructive, designing, organizing and managing components.
- The construction of a system for organizing students' independent work must satisfy the following basic conditions for interconnection with systems of a

higher and lower order, taking into account the influence of a system-forming factor, taking into account age and other psychophysiological characteristics of students, organizing in the mode of cognitive self-regulation, organic external algorithmization of a student's activity, his personal characteristics and individual requirements. Independent work of students includes the selection of a set of tools and methods, taking into account the psychophysiological capabilities of students, the organization of an interactive communicative mode in the course of implementation and control, the differentiation of learning, ensuring the independence of the student in regulating the nature and volume of the material being studied, the pace and timing of educational activities, ensuring the continuity of classroom and extracurricular activities. forms of this type of learning activity.

- The fulfillment of these conditions is achieved in the proposed system of organization of independent work of students, based on the creation of alternative lines of parallel learning as a result of working in the mode of integration processes, the use of innovative teaching technologies and the corresponding didactic support of the educational process.

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