

PEDAGOGICAL ASPECTS OF TECHNOLOGIES FOR DEVELOPING PROFESSIONAL COMPETENCES IN FUTURE OLIGOPHRENOPELAGOGES BASED ON GAMIFICATION

Bozorboyev Javlon

Trainee Teacher, Department of Special Pedagogy

Jizzakh State Pedagogical University

javlonbozorboyev8@gmail.com

Abstract

This article studies the pedagogical aspects of gamification technologies in the development of professional competencies in future oligophrenopedagogues. Gamification is presented as an innovative approach to teaching in pedagogical processes, through which the possibilities of increasing students' interest in the activity, making the learning process interactive and interesting are shown. The article considers the role of gamification in the formation of professional competencies, its impact on the educational process in higher education and its use as pedagogical technologies. Also, the methods of using gamification methods in the educational process aimed at future oligophrenopedagogues, their effectiveness and innovative solutions in teaching are analyzed.

Keywords: Gamification, oligophrenopedagogy, professional competencies, pedagogical technologies, innovative education, educational process, pedagogical methods.

Introduction

GAMIFIKATSIYA ASOSIDA BO‘LAJAK OLIGOFRENOPELAGOGLARDA KASBIY KOMPETENSIYALARNI RIVOJLANTIRISH TEXNOLOGIYALARINING PEDAGOGIK JIXATLARI

Bozorboyev Javlon

Jizzax Davlat Pedagogika universituti

Maxsus pedagogika kafedrası stajiyor o'qituvchisi

javlonbozorboyev8@gmail.com

Anotatsiya

Ushbu maqolada, bo'lajak oligofrenopedagoglarda kasbiy kompetensiyalarni rivojlantirishda gamifikatsiya texnologiyalarining pedagogik jihatlari o'rganiladi. Gamifikatsiya pedagogik jarayonlarda o'qitishning innovatsion yondoshuvi sifatida taqdim etiladi, uning orqali o'quvchilarning faoliyatga bo'lgan qiziqishini oshirish, o'rganish jarayonini interaktiv va qiziqarli qilish imkoniyatlari ko'rsatiladi. Maqolada, kasbiy kompetensiyalarni shakllantirishda gamifikatsiyaning o'rnini, uning oliy ta'limdagi o'quv jarayoniga ta'siri va pedagogik texnologiyalar sifatida qo'llanilishi ko'rib chiqiladi. Shuningdek, bo'lajak oligofrenopedagoglarga yo'naltirilgan o'quv jarayonida gamifikatsiya metodlarini qo'llash usullari, ularning samaradorligi va o'qitishdagi innovatsion yechimlar tahlil qilinadi.

Kalit so'zlar: Gamifikatsiya, oligofrenopedagogika, kasbiy kompetensiyalar, pedagogik texnologiyalar, innovatsion ta'lim, o'quv jarayoni, pedagogik metodlar.

Аннотация:

В данной статье рассматриваются педагогические аспекты геймификационных технологий в развитии профессиональных компетенций будущих олигофренопедагогов. Геймификация представлена как инновационный подход к обучению в педагогических процессах, демонстрирующий возможности повышения интереса студентов к деятельности, повышения интерактивности и интересности учебного процесса. В статье рассматривается роль геймификации в формировании профессиональных компетенций, ее влияние на образовательный процесс в высшем образовании и ее использование в качестве педагогической технологии. Также анализируются методы использования геймификационных технологий в образовательном процессе,

ориентированном на будущих олигофренопедагогов, их эффективность и инновационные решения в обучении.

Ключевые слова: Геймификация, олигофренопедагогика, профессиональные компетенции, педагогические технологии, инновационное образование, образовательный процесс, педагогические методы.

We believe that it is necessary to consider the professional competence of a special educator with special needs as an important structural component of professional competence based on gamification. Gamification competence serves as a specific transformation of the field competence into the affective sphere through the interaction of participants in the educational process.

The founders of special education in the countries of the Commonwealth of Independent States, studying the psychological characteristics of children with disabilities based on the laws, principles and directions of their development, emphasize the importance of activities based on gamification elements, along with the uniqueness and necessity of the educational process. They point to the importance of a special educator who can use gamification in the special education process, who takes into account the individual needs of children and has stable professional qualities.

In their research, scientists emphasize that “it is important for a special educator to have love for the child, attention, patience, and pedagogical optimism, the ability to solve educational tasks through game activities, deep, comprehensive, and systematic knowledge inherent in the humanities, and the ability to make quick and correct decisions in the gamification process” [41], [42], [44], [46], [54], [58], [62], [73], [77].

In the process of studying research on the training of special educators, it can be seen that many scientists consider the skills of effective use of gamification technologies to be important, along with the knowledge, skills, qualifications, and competencies that future special educators should acquire.

Studies conducted on the training of specialists in various areas of special pedagogy have also revealed the possibilities of adapting gamification elements to the educational process. In particular, in the field of oligophrenopedagogy, the research conducted by L.R. Muminova, M.Y. Ayupova, Y.Y. Chicherina, D.A.

Nurkeldiyeva, Y.E. Bondareva, L.R. Haitov, M. Mahmudova, T.B. Filicheva, O.P. Pravdina, L.S. Volkova, S.N. Shakhovskaya, Y.N. Zhukatinskaya, N.K. Kharchenko, O.V. Sapronova, A.A. Almazova, E.A. Zaytseva and others highlighted the developmental value of game-based training.

In the field of oligophrenopedagogy, V.V. Voronkova, G.G. Korneva, A.I. Meremyanina, T.A. Guzikova, L.A. Gladun, V.V. Beshpalova, V.A. Borodina, R.G. Aslayeva, G.M. Dulnev, X.S. Zamsky and others substantiated the role of gamification in activating cognitive activity.

In the field of typhlopedagogy, the works of I.B. Kovalenko, A.S. Ganzhi, A.G. Litvak, M.I. Zemtsova, N.G. Krachkovskaya, B.V. Sermeyev, A.I. Kaplan, V.A. Feoktistova and others covered the issues of using demonstration and game technologies.

In the field of surdopedagogy, V.I. Beltyukov, F.F. Rau, R.M. Boskis, T.A. Vlasova, G.A. Zaytseva, N.M. Nazarova, E.V. Ryazanova, L.S. Dimskis, O.V. Makarova, S.A. Kuzminova, G.Sh. Tufatulin, V.V. Oleshova, V.P. Timokhin, A.S. Shafranova, D.B. Yakubzhanova and others have shown the communicative and motivational significance of gamification elements.

Attempts to study the personal and professional characteristics of special educators, including their activities based on gamification, began to be observed from the second quarter of the 20th century. P.F. Kapterev, V.P. Kashenko at the end of the 19th century were able to interpret the dynamic, suggestive and humanistic forms of the special educator's personality, relying on the "general" psychological qualities of the teacher's personality.

Based on the long-term scientific research of these scientists, the basic professional characteristics that are important for special educators have been identified, which remain relevant in the process of applying gamification in modern conditions. In particular, such qualities as “self-development, strong will, patience, the ability to maintain motivation even in conditions of low educational results, composure, an individual approach to each student, the formation of a team environment through game-based activities, love for students and a responsible approach to one’s work, and a valuable attitude towards one’s profession” are emphasized [73].

In the current pedagogical and psychological literature, the general professional and personal qualities of a special educator and their manifestation in the gamification process are discussed by D.B. Yakubzhanova [170], N.A. Strogova

[145], L.A. Yastrebova [172], V.A. Genkina [48], L.A. Lisurenko [95], V.A. Dianova [56], I.A. Filatova [154], N.M. Nazarova [110], L.F. Serbina [132], T.I. Yandonova [171] and other scientists.

They argue that a special educator working with children with special educational needs, including an oligophernopedagogue, using game technologies should first of all accept each child as a person, regardless of his existing limitations. And this can be achieved only through a special approach focused on individual qualities, universal values, a broad worldview, and a humanistic and motivational approach. The analysis of the studied literature shows the need to form the following important professional and personal qualities in future oligophernopedagogues on the basis of gamification:

- belief that every child, regardless of whether he has special educational needs or is normally developed, should be valued, protected and educated;
- children's rights, opportunities and equality in education;
- implementation of a humanistic approach through game-based activities, establishing effective communication, demonstrating optimism and an active life position;
- perception and support of the child as a person in the educational process.

Many authors, along with the personal qualities of a special educator, recognize the uniqueness of his activities related to gamification and the content of professional activity [23], [47], [52], [81], [109], [141], [144], [145]. They emphasize the infinity and diversity of the activities of a special educator, showing that psychological, pedagogical and practical aspects are combined in it. This activity is manifested in the following types: diagnostic, didactic, prognostic, transformational (transition from a state of development to a new stage through the game), educational, organizational, social, consultative, constructive (practical), design, gnostic, communicative and motivational activities based on gamification, etc.

The complexity and multifaceted nature of the work of an oligophernopedagogue (medical, pedagogical, psychological) in modern conditions, enriched with gamification elements, further expands the professional responsibilities of a specialist in the educational process and gives his professional qualifications a specific character as follows:

- use of game elements in the process of screening and diagnosing children with special educational needs, planning and organizing corrective and gamification work;
- assisting children with special educational needs in adapting to life and society through game-based activities;
- organizing consultation and cooperation with parents (guardians) and participants in the educational process on the basis of gamification;
- promoting and implementing special pedagogical and gamification knowledge, while maintaining a humane attitude towards children with special educational needs, etc.

The breadth of the scope of professional activity indicates another important aspect of the work of a special educator: the diversity of mechanisms of disruption in the children whom the teacher teaches does not allow him to operate according to a strict template even in the process of gamification. This is directly related to the uniqueness of each child's development, individual needs for game activities, and the need for an individual approach to each child.

In the process of implementing professional activity, in particular, when organizing education based on gamification, teachers, according to I.F. Isaev, V.A. Slastenin and E.N. Shiyarov [157], are faced with the need to solve the following group of pedagogical tasks in accordance with the logic of reality:

- analytical and reflexive (analysis of the gamified pedagogical process, its components, emerging difficulties, awareness of the teacher's own subjectivity, evaluation of his own activities, review of experience in using game technologies);
- constructive-prognostic (creation of a holistic pedagogical process based on game elements, planning, forecasting the results and consequences of decisions made);
- organizational and activity-based (implementation of various gamification options of the educational process, combining various types of pedagogical and game activities);
- evaluative and informational (collection, processing, storage and evaluation of information about the state and development prospects of the gamified pedagogical system);

- corrective and regulatory (adjustment of the direction of the pedagogical process based on the game, establishment of the necessary communication and incentive links, their regulation and support).

The presented approach and the concept of contextual learning most accurately reflect the features of the future professional activity of a special educator, including a gamified educator.

According to the concept of contextual learning, as put forward by A.A. Verbitsky [22; 23], the process of professional development of a specialist consists of the sequential modeling of the subject and social content of professional activity mastered by students using all forms, methods and means of education, including games and interactive technologies. This process is carried out through three types of interrelated models, which together form a dynamic model of the transition of students from educational activities to professional activities based on gamification.

- Person-centered education in the process of gamification allows each student to express himself in educational and educational activities, relying on his inclinations and interests, capabilities and abilities, value orientations and subjective experience.

- Person-centered education is a process of development of personal qualities and self-development based on universal human values. The individual approach is the main principle of psychology, which requires taking into account the uniqueness of the child in the educational process. It is this approach that determines the place of the child in the educational process as an active subject in the conditions of gamification and, as a result, leads to the formation of subject-subject relations.

The theoretical foundations of the individual approach were developed by the famous Russian psychologist S.L. Rubinstein. K.K. Platonov interpreted the individual approach as an individual approach to the person, considering it a system that determines all mental processes.

- V.P. Bepal'ko emphasizes the leading importance of the individual approach in pedagogy, showing that this approach allows achieving effective results, especially in the organization of game-based education.

- Many scientific works are devoted to the problems of training students in the field of oligophrenopedagogy (P.O. Agavelian, I.V. Galanova, A.V. Genkina, L.V. Larionova, L.F. Serbina, S.M. Sokolova, N.A. Strogova, etc.). Analysis of these

studies shows that they are aimed at preparing oligophrenopedagogical students who are receiving education in the field of special pedagogy, including those who are preparing to use gamification elements, for correctional and educational activities.

- The issues of developing organizational forms of higher professional education in the training of students in the field of oligophrenopedagogy are covered in the works of P.O. Agavelian, S.D. Zabramnaya, Kh.S. Zamsky, V.A. Lapshin, N.M. Nazarova, M.N. Perova, B.P. Puzanov, S.N. Shakhovskaya, E.D. Khudenko, I.M. Yakovleva, etc. These studies also substantiate the pedagogical importance of using game technologies and active methods.

- The activities of oligophrenopedagogues are carried out in complex conditions: they must, along with solving general pedagogical problems, also take into account the limited capabilities of the child. The insufficient development of communication, behavior or other skills in mentally retarded students requires the special educator to find special game-based methods, skillfully combine traditional and gamified educational methods, as well as adapt educational materials in conditions of impaired functions or in the prevention of secondary developmental disorders. The educational process is carried out on the basis of constant cooperation and interaction between the educator and the child, taking into account the individual characteristics of the child's development.

The correctional and pedagogical work carried out by the oligophrenopedagogue is aimed at providing psychological and pedagogical assistance to children with intellectual disabilities and their parents, in which game-based activities serve to study the child's personal characteristics, ensure their harmonious development and create favorable conditions for the effective correction of disorders. The activity of the oligophrenopedagogue is aimed at ensuring the socialization of the child, increasing his independence and developing moral qualities in him. Therefore, gamification is an important component of the activity of a special educator in the correctional and educational process and the organization of special conditions.

Many educators believe that sociability, self-analysis and empathy are the most important personal qualities of a teacher. In the process of gamification, these qualities are manifested in the ability to establish effective communication with students, understand and accept their psychological state, manage interactions in the classroom, reorganize activities in accordance with pedagogical tasks,

motivate through play and manage one's own emotional state. These qualities are a personal resource of a special educator, and their insufficient development can lead to a decrease in the effectiveness of pedagogical activity and an obstacle to personal professional development.

The pedagogical process should stimulate conscious independent learning and cognitive activity through gamification elements, and should encourage students to work with other students and the teacher in interactive and game-based cooperation.

Secondly, the pedagogical process should have a character that constantly develops the student. The essence of the pedagogical process is to create a free gamified environment, to give students positive emotional energy, to relieve them of negative emotions. If in the lesson there is a spiritual and playful commonality among the participants of the educational process, the student feels the joy of life. The necessary conditions and source of development are difficulties that do not go beyond the student's capabilities, because the difficulty that is enough for him is accompanied by a feeling of satisfaction, forms a desire to know, learn and self-confidence.

Thirdly, the pedagogical process should be enjoyable and interesting. All of the above are also relevant for the educational process in a higher educational institution where gamification elements are introduced.

A.V. Adolf states: "Improving the professional competence of a future teacher based on gamification is carried out in the following main directions:

- revising the theoretical foundations of the professions of teaching various subjects, taking into account certain psychological and pedagogical concepts of education, which will allow avoiding formalism in professional knowledge, increasing their basic level;
- ensuring the systematization of all psychological, pedagogical, scientific and professional knowledge;
- revising the practical training of students based on gamification - changing not only the forms of practice, but also the forms of introducing their various types;
- introducing professional training focused on gamification into psychological and pedagogical disciplines, studying special courses that combine professional training with special training of a future teacher;
- introducing the principle of multimodality - introducing students to various professional systems, even alternative systems based on gamification.

He advises future teachers to discuss the elements of gamification during the discussion. It allows you to determine your attitude towards the methods, to accept them or not.

Based on the conclusions obtained, we can assume that in order to improve the professional competence of future oligofernopedagogues in the educational process, a special pedagogical environment and conditions should be created, including gamification elements. The creation of such an environment and conditions for students will lead to an increase in the level of formation of professional competence in them. Below is how such conditions and environments are organized. In this case:

- organization of the educational process in pedagogical universities based on the principle of humanity and gamification elements;
- use of gamification tools that develop the components of professional competence in teaching;
- a transparent and positive game-based educational environment;
- the presence of an environment that creates the basis for creative communication between students and professors and teachers aimed at gamification.

The presence of these pedagogical conditions helps the student to master his specialty consciously and through gamification.

The analysis and specificity of the professional competence of the future oligofernopedagogue, as well as the pedagogical conditions for its improvement, serve as the basis for drawing a conclusion that the dependence of the process we are studying on a number of factors. Factors are a set of several reasons in this general form. Factors, as a rule, are inextricably linked to each other, live in one system, are directly related to the process and contribute to the implementation of goal-oriented actions based on gamification.

The formation of professional competence of students of the oligofernopedagogue direction is based on the following factors:

- motivational readiness of future oligofernopedagogues for professional work in the educational process and readiness for gamification;
- manifestation of creative and game-based activity by future oligofernopedagogues in training sessions;
- humanistic and gamification-oriented orientation of future oligofernopedagogues;

- the possibility of gamification-based participation of future oligophrenologists as subjects of professional activity.

In research studies devoted to the study of modern education, special attention is paid to identifying hidden human abilities and developing them in the educational process, especially the teacher's humanitarian and game-based gamification qualities are of great importance, because such a teacher not only gives the student knowledge, but also creates the basis for his formation as a person and his development through gamification.

References

1. Muzaffarova F., Nasriddinova D. Textbook. Textbook for 3rd grade of specialized schools and boarding schools for children with disabilities. T.: Niso poligraf servis, 2018.
2. Nurkeldiyeva D.A. Pedagogical - psychological diagnostics (pedagogical and psychological diagnostics of children with developmental disabilities). Textbook. T.: Vneshinvestrom, 2019. 21 p.
3. Rasulova M., Hikmatova Sh. Reading book. Textbook for 5th grade of specialized schools and boarding schools for children with disabilities. T.: Cholpon, 2020.
4. Khojaeva M. Reading book. Textbook for 4th grade of specialized schools and boarding schools for children with disabilities. T.: Cholpon, 2018.
5. Ulenkova U.V., Lebedeva O.V. L.S.Vygotsky and the practical psychological service of education today. Nizhn. Novgorod, 2001. -196 p.
6. Ushinsky K.D. Rodnoe slovo. Children 5-8 years for independent reading. - M.: Belyy gorod, 2010. - 124 p.