THE ROLE OF INNOVATIVE METHODS IN THE FORMATION OF PROFESSIONAL COMPETENCES OF A FUTURE TEACHER

Karimova Fotima Abdukakhkharovna,
Independent researcher of the Andijan
State Institute of Foreign Languages.

Abstract. This article examines the role of innovative methods in the formation of professional competencies of a future teacher. Innovative teaching methods also include gaming technologies. World pedagogy has accumulated significant experience in using games in the educational process. Games are the most important means of mental and moral education. With the help of gaming technologies, a teacher can simultaneously give students theoretical and practical knowledge.

Key words: future teacher, gaming technologies, educational process, learning process, student independence.

In modern times, the change of priorities and social values in education determines the importance of continuous improvement of the activities of educational organizations. At the same time, special emphasis should be placed on updating the strategy and tactics of training specialists who should be not only competent, but also mobile[1]. Under these conditions, the educational process in a higher education institution should be focused on student independence and increasing the effectiveness of the learning process itself.

Achieving this goal is determined not only by what content is learned, but also by how this process is organized: collectively or individually, with the help of innovative teaching methods or reproductive ones. Innovative teaching methods also include gaming technologies.

World pedagogy has accumulated significant experience in using games in the educational process. Games are the most important means of mental and moral education. They are universal means of cognition, promote creative development and combine educational and game tasks. With the help of game technologies, a teacher can simultaneously give students theoretical and practical knowledge. Each game should be aimed at solving a problem. When using game technologies in the educational process, students develop creative thinking and their cognitive activity is activated.

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[1] Navasardyan, A. A. Theoretical aspects of using game technologies in the process of professional education /A. A. Navasardyan, E. M. Boltunova, T. V. Filikina// Innovative technologies in higher professional education: collection of conference papers.-Ulyanovsk, 2011.-p. 16.

The concept of "game technologies" includes a fairly broad group of techniques for organizing the pedagogical process in the form of various pedagogical games[2]. The main difference between a pedagogical game and other games is a specific set learning goal, a corresponding pedagogical result that can be substantiated, clearly identified and characterized by an educational and cognitive focus.

The game form of classes is created during classes using game techniques and situations that act as a means of stimulating learning activities. Students' activities should be built on the creative use of games and game actions in the educational process, and the age needs of students should be taken into account. Game technologies are an integral part of pedagogical technologies. The famous teacher D. B. Elkonin in his book "Psychology of the Game" was engaged in the development of the theory of the game, its methodological foundations and clarified its importance for the development of the student[3].

Having analyzed the phenomenon of the game, D. B. Elkonin came to the conclusion that "the game is an activity in which social relations between people are recreated outside the conditions of directly utilitarian activity." He identifies the structural units of the game - these are the roles that the players take on, the plot of the relationship that is transmitted in the game and the rules of the game that the players obey. The structure of the game includes goal setting, planning, goal implementation and analysis of the results in which the individual realizes himself fully as a subject.

Researcher S. A. Shmakov identifies features that are characteristic of most games. Firstly, it is a free activity that is undertaken at the request of a person, for the sake of the pleasure of the process itself, and not just the result. Secondly, the game has a creative, improvised nature of activity. Thirdly, it is an emotional uplift of activity, rivalry and competition and the presence of rules that reflect the content of the game, the sequence of its development[4].

The outstanding teacher G. K. Selevko presents his classification of games. Games using gaming technologies should be divided by their type of activity: physical (motor), labor, social, intellectual (mental). By the nature of the pedagogical process: educational, cognitive, educational, reproductive, career guidance. By game methodology: role-playing, business, subject and simulation. By subject area, the following are distinguished: mathematical, musical, sports. By gaming environment: tabletop, computer, technical, with means of transportation[5].

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[2] Verbitsky, A. A. Active learning in higher education: contextual approach/A. A. Verbitsky//study guide/A. A. Verbitsky. — M., 1991.-P. 207.

[3] Elkonin, D. B. Psychology of the Game: textbook/D. B. Elkonin.-2nd ed. — M.: Vlados, 1999.-p. 360.

[4] Shmakov, S. A. Students' games - a phenomenon of culture: textbook/S. A. Shmakov. — M.: New School, 2004.-p. 240.

[5]Selevko, G. K. Modern educational technologies: Textbook/G. K. Selevko — M.: Public education, 1998. — p. 256.

The main direction of improving the methods of preparing students is the use of active teaching methods in the educational process, which are based on the creative thinking of students, activate their cognitive activity. They help to make independent decisions and facilitate their implementation.

In world pedagogy, significant experience has been accumulated in using games in the educational process. Most often, games are used in the educational process to make the lesson more interesting, entertaining, helping to illustrate the material. Mastering the educational material in this situation becomes a means of achieving the game goal.

When conducting lessons with the help of gaming technologies for law students, you can use individual, paired or group games. Students will study various legal documents, learn to work with them.

They will be offered various legal and illegal situations that they will encounter in their professional activities. It is through gaming technologies that they will develop independence, and their interest in the chosen profession will increase. The teacher developing the game must explain to the students their responsibilities. And fulfill their own, which boil down to the following: the game leader must direct and control the work of his deputies and assistants, monitor the progress of the game, study the content, style and methods of work of the students when working on the most difficult issues, instructions for further work, summing up.

Students are responsible for collecting data, studying additional information and summarizing information. Students must also report to the game manager on the progress of planned activities and decisions taken, develop and make proposals to the teacher to eliminate the shortcomings identified in the work. During the game, students experience the emotional richness of the learning process, and motivation also increases. Preparation for professional activity occurs, knowledge and skills are formed.

The subject matter, target setting, forms, and methods of business games are different, but they all contribute to the development of general and professional competencies of future teachers. These include: understanding the essence and social significance of their future profession, showing interest in it, organizing their own activities, determining methods for solving professional problems, assessing their effectiveness and quality, making decisions in standard and non-standard situations, searching for and using information necessary for the effective implementation of professional tasks, professional and personal development, working in a team, interacting with management, colleagues, and social partners.

Thus, the use of gaming technologies shows a positive result. Students take part in professional skills competitions and olympiads with interest, become more active, and begin to show interest in their future profession.

It can be concluded that games allow the teacher to teach students to work in a team, develop their communicative skills and abilities, and help relieve nervous tension. Students develop the ability to conduct a proper dialogue with the teacher.

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