CLASSIFICATION OF GAME TECHNOLOGIES IN PROFESSIONAL EDUCATION.

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Abstract. This article reveals the basic concepts of pedagogical technologies and considers games as one of the types of technologies. The article provides a definition of the game, motives, features and needs for game activity. The author presents the basic pedagogical foundations of the organization of game activity. The methodology of the article is based on the effective use of various modern pedagogical approaches, accompanied by gaming technologies in the study of Russian as a foreign language. The practical significance of the article lies in the possibility of further application of situational role-playing games, both in psychological and pedagogical activities and in the educational process.

Keywords: technology, pedagogical technologies, game technologies, didactic games, situational role-playing games, the role of the teacher.

Introduction.

"We all know that Uzbekistan has rich natural resources, powerful economic and human potential. But still, our greatest wealth is the huge intellectual and spiritual potential of our people" [i]

It is obvious that a significant place in the education system strengthens the position of any language in the modern world. Currently, teaching Russian as a foreign language is actively developing as a relevant and promising direction. Mastering the basics of the Russian language is a prerequisite for performing educational and professional activities while studying at a non-linguistic university.

An urgent problem is to increase the motivation of students to study the Russian language, in particular in a non-linguistic university, to search for methods, techniques and technologies to increase the efficiency of the educational process, as well as to support active verbal communication during classroom lessons. The solution to this problem requires the use of new pedagogical and game technologies.

The specificity of a non-linguistic university is that a foreign language for students is not the main subject of study. A foreign language is viewed as a tool for the implementation of successful professional activities in a foreign language environment, where the main goal of communication is to achieve mutual understanding. In this case, the

task of forming communicative competencies, that is, "the ability to solve a complex of communicative tasks that ensure the goals of communication"[ii] becomes especially relevant. First of all, the need to use sociolinguistic and communicative approaches is dictated by profound and irreversible changes that have taken place in the modern world in recent decades and have affected all spheres of life. The method of learning a foreign language had to adapt to new conditions, including the following:

a) the globalization of the economy, which led to the integration of all social processes within the framework of common economic zones;

b) strengthening the status of the English language as the language of international communication, primarily in the field of business;

c) the increasing mobility of the population, which makes it possible to move around the world and work in different countries within the framework of one career; d) the emergence and development of transnational corporations, where a necessary requirement is everyday communication in English

d) intercultural exchange using new information and communication technologies.

Play is a kind of unproductive activity, the motive of which is not in its results, but in the process itself. In learning, play is a means of psychological preparation for future life situations.

The game has the following characteristics: "is a type of human activity that can recreate other types of human activity"; "A kind of unproductive activity, the motive of which is not the result, but the process itself"; "An independent social structure, implying a competition between two or more opposing sides, as well as limited by procedures and rules in order to achieve victory for one of the parties"; "A formally organized system of rivalry between its participants. From an educational point of view, play is a way of group dialogical exploration of the possibilities of reality in the context of personal interests" [iii]

In other words, play is an interactive method that allows you to learn from your own experience through a specially organized and regulated "living" in a life and professional situation.

E.A. Pokrovsky believes that games are the elementary life of the class. He argues that the value of play is a factor in fostering initiative, self-activity, mental and physical qualities of a future person capable of further self-improvement, who will eventually become a worthy citizen of his Motherland [iv]

Game technologies, which are an integral part of pedagogical technologies, are based on the revitalization and intensification of students' activities. This type of technology involves the interaction of a teacher and students, realized through a certain plot, which can be a game, fairy tale, performance, business communication, and contains a group of methods for organizing the educational process in the form of various pedagogical games. Play as a type of pedagogical technology has important features: a clearly defined learning goal and pedagogical results corresponding to it.

GK Selevko points out that in a modern school play activity can be used as an independent technology for mastering a concept, topic, or even a section of a subject; as part of a broader technology; as a lesson or part of it; as a technology of extracurricular activities

[Selevko 1998: 91].[v] Games used in the educational process serve to enhance the student's activity, develop his cognitive activity, observation, attention, memory, and thinking, help maintain interest in the studied, develop creative and imaginative thinking, and relieve fatigue in children. The games used in Russian lessons are varied. The most common games are developed in accordance with the sections of the Russian language. An analysis of educational and methodological complexes in the context of teaching vocabulary in Russian lessons shows that stable and alternative textbooks are aimed at expanding the vocabulary of students, familiarity with the word as a necessary element that contributes to the formation of functional literacy. Among the shortcomings identified in teaching vocabulary, it is necessary to note the unsystematic principle of word selection, leading to difficulties in systematizing the lexical units of the dictionary; lack of clarity in defining the principles of teaching vocabulary; inconsistency of a word with extra-linguistic activity; lack of ways to differentiate words. All this allows us to say that the educational and methodological complexes existing today do not provide an opportunity to form the level of mastering practical skills that is necessary in the modern concept of education, which provides for an activity approach. The use of games in the Russian language lesson allows you to revitalize the learning process, make it entertaining and creative. Aimed at the psychology of the age-related and individual development of students, game technologies make the learning process exciting and interesting, and memorizing, repeating or consolidating information more emotional.

In the scientific and pedagogical literature, there is currently no generally accepted unified classification of games. One of them, the most general and, in our opinion, the most successful, we present below [vi]
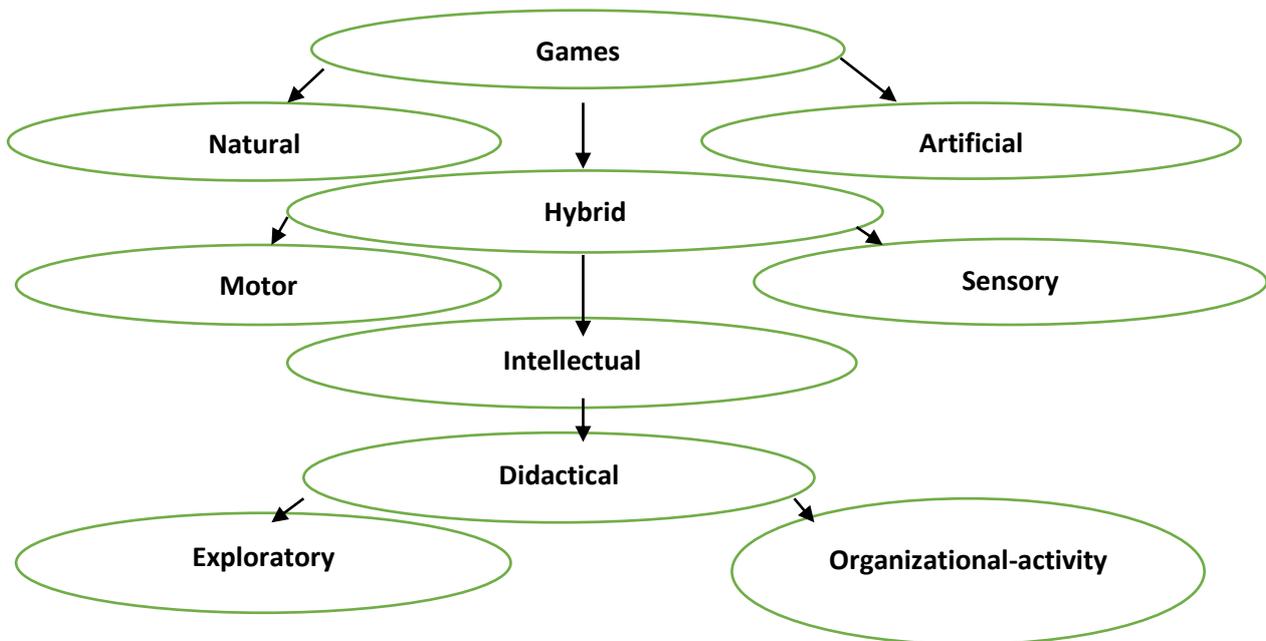

Fig.4

As we can see from the above classification, the whole variety of games can be divided into natural, artificial and hybrid ones. Of the latter, we emphasize the intellectual, which, in turn, can be motor or sensory.

The group of intellectual games includes didactic, research, organizational and activity games. Judging by the classification, firstly, all the set of hybrid games can be divided into three groups by the nature of the leading game actions: intellectual, motor, and sensory.

In real game activity, as a rule, there are elements of all these games, but only one of them is responsible for solving game problems, the rest are subordinate to the leader. Second, in hybrid games all structural components of the game occupy an initial position that coincides with their position in the structures of other types of activity, in particular teaching and learning. And this, in turn, allows you to combine them. This combination of the structure of hybrid games with the structures of teaching and learning generates didactic play.

The complex nature of the game requires its consideration in many aspects. Each aspect can be viewed from different positions, and hence the grounds for classification (see Fig. 4). First of all, we note that the solution of game problems determines the assimilation of units of the content of education, subordinates their movement to the logic of the game process, which testifies to the indissoluble unity of the content and procedural aspects of learning and allows us to consider the game approach as the first layer of the systemic representation of the game (Fig. 4).

In the procedural aspect, we distinguish four directions in the classification of creative games:

1) by the level of students' cognitive independence: reproductive, constructive, creative;

2) according to the logic of alternating steps of the game (logical signs): inductive - movement from knowledge of a lower degree to knowledge of a higher degree; deductive - movement from knowledge of a higher degree to knowledge of a lower degree; productive movement from knowledge of a certain degree of community to new knowledge of the same degree of community;

3) according to the method of making game decisions in time: discrete - assuming rigid intervals for making game decisions; continuous - giving constant opportunities for interaction with the game approach in decision-making; combined - in which it is allowed to receive information and make decisions between game moments of making the bulk of decisions;

4) by the time of the course of the game in the process of including the game in training: short-term - localized inclusion in training; long-term - distributed in time with periodic inclusion in training; "Business" - distributed in time with constant involvement in training - when studying a whole topic.

From the point of view of the management aspect, it is important to highlight the following grounds for the use of games:

1) according to the form of organization of control and self-control (oral, written and home control is used);

2) by the method of determining the results of decisions made: the results of decisions are determined by the organizer of the game (teacher) or a group of experts (students)

- free; the results of the decisions made are evaluated by the game model

- hard; decision results are recorded - contour.

In a playful form of education, the problem of communication becomes especially relevant. The game materializes only in communication, it must mobilize the personality to solve the problem of interaction with all participants in the game. Therefore, the socio-psychological aspect of the analysis of the game is of particular importance here.

Game activity in the educational process allows you to realize the following goals:

- didactic: broadening one's horizons, cognitive activity, application of ZUN in practical activity;

- educating: education of independence, will;

- the formation of certain approaches, positions, moral and ideological attitudes;

- developing: development of attention, memory, speech, thinking, reflection, the ability to find optimal solutions;

- socializing: familiarizing with the norms and values of society; adaptation to environmental conditions; stress control, self-regulation; communication training; psychotherapy.

By the nature of the pedagogical process, the following groups of games are distinguished: teaching, training, controlling, cognitive, educational, developing, reproductive, productive, creative, communicative, diagnostic, vocational guidance

First of all, it is necessary to single out the type of educational game that meets the requirements of the target audience - students of a non-linguistic university. Note that not all types of games are suitable for teaching a foreign language in a non-linguistic university. The game takes a lot of classroom time, and in a non-linguistic university, the number of hours allocated to a foreign language is limited. It should be borne in mind that the level of foreign language proficiency among students of a non-linguistic university may differ significantly even within the same group. Based on the above, the game must meet the following criteria:

a) intensity;

b) focus on the professionally oriented communication needs of the target audience;

c) ease of organization and conduct;

d) the possibility of modification by the teacher-practitioner of the game in accordance with the different levels of proficiency in a foreign language by students.
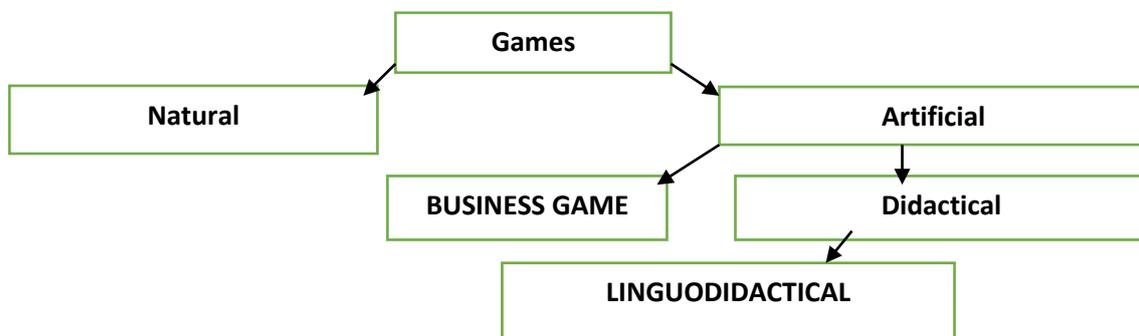
Currently, there is no single generally accepted typology of games, which indicates the permanent development of the game movement and the emergence of new games with various goals and capabilities. Undoubtedly, the absence of a unified classification makes it difficult to study and use games in the educational process, since in order to determine the degree of usefulness of the game for the development of various groups of skills, and then effectively use the game in class, it is necessary to clearly understand the place of this game

in the system of games, as well as to understand main characteristics and features of the selected game.

Our task was to determine the place of role-playing games in the general system of games and to identify the advantages of using this game in the process of teaching Russian as a foreign language in a non-linguistic university.

Traditionally, all games are divided into two main types - natural and artificial, the latter usually mean activities according to certain rules designed to maintain the given conditions of the game and to normalize the behavior of players. [vii]

If we talk about natural play, then this term means, first of all, children's play, as well as the subconscious activities of adults, aimed at self-realization and adaptation of people in society (Bern E. - 1998). Artificial play is of greater interest for this study, since it includes educational or didactic play, which is schematically presented below.

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                          ┌──────────────────┐
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                         ↙                    ↘
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A business game is defined as a special game mode of organizing social space and time, in which collective mental activity takes place to find solutions to urgent problems (Vorovshchikov S.G. - 2007: 6, ibid.)
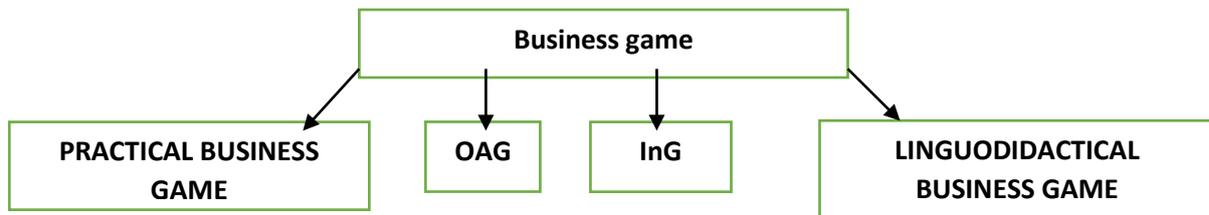
Business games are divided into the following types:

1) organizational and activity games (G.P. Shchedrovitsky);

2) innovative games (B.C. Dudchenko);

3) practical business games (AI Prigozhiy);

4) problem-business games.

The practical business game was developed by A.I. Prigozhin as a method of management consulting, during which the consultant assists the team of the organization acting as the customer using special interaction technologies, that is, they work together to transfer the organization from the initial state to the desired state [viii].

As in the case of ISI, the elements of a practical business game can be used for educational purposes: based on the basic concept (the help of a consultant), many educational games can be developed that correspond to the program and the goal of teaching in a non-linguistic university. A problem-business game that allows you to simulate various cycles of the team's development can be used in the training of psychologists and managers, as it is associated with the development of concepts and models for organizing the team's work.

However, the storylines, rules, content of the game must be developed in detail by a foreign language teacher. As can be seen from the above classification of business games, individual elements of almost each of them can be used in a didactic role-playing game of students of a non-linguistic university, in order to create a linguodidactic game based on a business game, it is necessary to introduce many new constructive elements, develop rules, and fill the game with foreign language content. In addition, the business game is aimed at developing the skills of subject competence and is used to teach various professions. We will call such a business game within the proposed classification "business game". Business game ideas form the basis of a completely new game developed by a foreign language teacher, optimally in cooperation with a subject teacher. Such a business game has the main task - the development of speech, professionally oriented skills and abilities necessary for foreign language communication, it can be defined as a "linguodidactic business game". It should be emphasized that modified business games in a foreign language will be of great benefit to master students and will help them both in the development of foreign language communication skills and in the professional sphere. The following diagram represents the location of the linguodidactic business game within the business game typology:

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│ PRACTICAL BUSINESS │ │ OAG  │ │ InG  │ │  LINGUODIDACTICAL  │
│       GAME         │ │      │ │      │ │   BUSINESS GAME    │
└────────────────────┘ └──────┘ └──────┘ └────────────────────┘
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Organizational and activity games are aimed at developing concepts and strategies for the future development of an educational institution.

Organizational-activity games providing for the organization of collective thinking activity based on the deployment of the content of learning in the form of a system of problem situations and the interaction of all subjects of learning in the process of their analysis. The task of the head of the OAG is to "make" the group a unit of the educational process, but on condition that everyone's personal position is preserved [ix].

Problem-solving games contribute to the development of the team through the search for an extraordinary joint solution to the problems it faces. An example of a role-playing game "School" Recall or come up with a game to raise the mood (to "warm up"). Come up with new ways of • punishment (not forgetting about humanity). If you switched places with your parents, what would you like to teach them? Simulation and modeling games train students in designing models of various pedagogical systems of an educational institution (educational, educational, research, copyright, various forms of education, extracurricular work, etc.).

Innovative games are aimed at the development of innovative thinking, behavior, the ability to develop implementation projects, experimental testing of innovations. Reflexive games are aimed at the psychological development of each participant in the game; removal of stereotypes, training in the analysis of human relations, intergroup cooperation.

Role-playing games that are most convenient and effective in the audience of a non-linguistic university: there are different classifications of role-playing games, which are conducted using different criteria. E.G. Azimov and A.N. Shchukin classifies role-playing games according to their areas of application. So, social and everyday games are distinguished (the goal is the formation of skills and abilities of foreign language

communication, mainly in the social sphere) and professionally pedagogical (the goal is the formation of skills and abilities of professional communication in a foreign language, education of students' pedagogical tact) (Azimov E.G. ., Shchukin A.N. - 1999, 306). [x]

As can be seen from this classification, the first type of games involves the development of the most general communication skills, and the second is oriented not to future teachers and adjoins business games. In a non-linguistic university, both social and everyday games (in the first year) and professional (in the senior years) are necessary, only there can be different professions - managers, psychologists, economists, etc.

A.V. Konysheva divides role-playing games by the degree of control and by duration into the following types:

1) controlled (students receive the necessary cues);

2) moderately controlled (students receive a general description of the plot and a description of their roles);

3) free (students get the circumstances of communication);

4) long (a series of episodes is played out over a long period) (Konysheva A.V. - 2007: 60).[xi] However, the duration and degree of control are not sufficient criteria for the classification of games, since control to one degree or another is always present in the educational game; otherwise, it will not be teaching, and the duration of the game is determined by the program requirements, which means it is a variable that cannot serve as a criterion for classification.

M.A. Domozhirova presents a classification of role-playing games based on the presence or absence of a plot:

1) role-playing game according to the plot;

2) role-playing game without a plot, but with a specific task;

3) problematic role play;

4) role-playing game according to the legend (Domozhirova M.A. - 2002)[xii]

The main drawback of this' classification is the rather vague principle of differentiating role-playing games. The presence or absence of a plot cannot be a sufficient criterion for the classification of role-playing games, since the plot is necessarily present in a role-playing game in one volume or another, moreover, it is one of the important components of a role-playing game, which determines, first of all, the content of roles. If there is no plot in a role-playing game, then the roles are deprived of their social and communicative content, and interest in the game is sharply reduced. In addition, any task should already pose a problem for students, so the distinction between the second and third types seems questionable.

The main characteristic of a situational role-playing game is the distribution of roles in a given game situation, in which each participant acts on the basis of his role. The business game assumes "playing" and the corresponding analysis of "business" situations, they can relate to any professional activity. Today business games are held to solve specific problems of the organization. Many of them are formed on the basis of specific situations and are designed to find a specific solution (for example, a working group can reasonably articulate its dissatisfaction with the organization and wages and convey this to the management so that it is "heard").

Simulation-modeling games (literally - imitating activities, allowing to simulate a particular situation) can also be conducted as role-playing (business) games. Or they can - as

an imitation of activity on any model: for example, control of an airplane or a car in a training cabin. Today, simulation modeling games include computer simulations, imitation of real activities in the format of a computer game.

An important point is the didactic principles of role play. The idea of a role play is to ask someone to represent themselves or another person in a particular situation. The players are then asked to behave in a manner that they would expect from that person. As a result, the players learn something about that person or situation. In essence, each player acts as a part of the social environment of the others and demonstrates a template within which other participants can try out their own behavioral repertoire or study the interdependent behavior of the group.

RPG situations can be simple or complex, familiar or unfamiliar. They can be pre-described in detail or given the opportunity to play as the players' fantasy suggests. The concept of "role" in sociology and social psychology is interpreted as a social function, a model of behavior, objectively set by the social position of an individual. The roles taken in the game can reflect the social, professional, marital status of a person. Often, roles are built according to the nature of the relationship: husband-wife, child-parent, boss-subordinate, salesman-client, etc.

The role is usually given:

- conditions in which people are (family, organization, specific department, etc.);

- functions performed by people (parent, child, employee of the organization, HR manager, buyer, etc.);

- the goals of the game (competently dismiss the employee, convince the client of the expediency of the purchase, resolve the conflict in the work group, family, etc.).

The role corresponds to a specific situation, and the game makes it possible to "live" the situation in the mode of psychological safety and by connecting creative personal resources.

The advantages of role play are that it bridges the gap between learning and real life situations; gives you the opportunity to practice different types of behavior; highlights a specific problem and helps to understand the motives and feelings of its participants; helps to express hidden feelings; helps you find effective ways to express your feelings and successful behaviors; allows you to vividly and directly present academic material (psychology, pedagogy, history, economics, management, etc.); effectively changes attitudes; provides effective feedback to all participants. The teacher distributes the roles of the participants in the game to the students in advance so that they have time to prepare, explains where to get the necessary material, recommends one or another scientific literature. Before starting preparation for the game, the teacher must comprehend and formulate the goals of the game activity.

First, a student in the process of playing must acquire the necessary knowledge and skills that can be useful to him in his future profession.

Second, the student not only plays a certain role in the lesson, but also analyzes his own behavior, evaluates his contribution to the game, which is essential.

Thirdly, students direct all their strength and their intellect to achieve victory in the game, a healthy spirit of competition and competition reigns.

The game reflects the actual relations between people, those moments that were in the past, exist today, and can be repeated in the future. The main thing in the game is for students to learn how to communicate with each other, to make the right decisions (individual and collective) during the game at the right time.

During the game, each participant pursues his own interests, they may not coincide with the interests of other students, and sometimes directly contradict them. The game gives rise to extraordinary, unusual situations. However, a good game regulates itself, and, as a rule, students, under the guidance of a teacher, get out of difficult situations with honor. The participants in the game go through a decent school of self-study, and this is a very valuable experience that can be used later. The game is unpredictable and thus attractive, you have to "live the game", "immerse yourself in the game", "and breathe it".

Business games are a form of recreation of the subject and social content of professional activity, modeling of systems of relations typical for this type of practice.

Conducting a business game is the deployment of a special (game) activity of the participants on a simulation model that recreates the conditions and dynamics of production.

Purpose: the formation of skills for modeling a situation and discussing various ways to solve it development of competencies. The main types: organizational and activity, business, situational role, creative and praxeological games.

Game technologies are an integral part of educational technologies. The problem of using gaming technologies in the educational process in pedagogical theory and practice is not new. L.S. Vygotsky, A.N. Leontiev, D.B. Elkonin and others [xiii]

S.A. Shmakov highlights the following features inherent in most games:

- free developmental activity undertaken at the request of the person himself, for the sake of pleasure from the very process of activity, and not only from the result ("procedural pleasure");

- creative, largely improvisational, active nature of this activity ("field of creativity");

- emotional elevation of activity, rivalry, competitiveness, competition ("emotional stress");

- the presence of direct or indirect rules that reflect the content of the game, the logical and temporal sequence of its development [xiv]

TYPES OF BUSINESS AND SITUATION-ROLE GAMES

There are various types of business and situational role-playing games:

Skills development. This type of game involves immersion in a specific problem (for example, negotiations) and provides algorithms for the activity (for example, working with the client's objections). In this case, the participants in the game must be guided through a series of differentiated situations that allow them to work out a certain sequence of actions. Such games can be conducted while studying the disciplines "Management Psychology", "Business Communication", "Business Communications", "Conflictology", "Psychology of Conflicts in an Organization", "Cultural Studies". So, you can play the game "Negotiations of German and Japanese firms in the automotive industry", when companies are completed,

heads of delegations are selected, and a range of issues to be discussed is preliminarily outlined. During negotiations, the participants in the game must show not only a good command of the problem, but also the peculiarities of the national character of the characters in approaches to its solution.

An example of this type of game is also the political science game "Presidential Elections". Students nominate representatives of three parties from their membership. Each party consists of four people: a presidential candidate, his adviser, a PR man and an image maker. The party must have a name, emblem, slogans, symbols, program, charter, ideology. The game is colorful and lively, representatives of the parties conduct visual campaigning, prepare booklets, banners, photographs, presentations of their views using an interactive whiteboard. All parties take turns. Students can act out skits, compose poems and political songs, hymns. After the speech, the participants of the party are asked questions. At the end of the game, a counting commission is selected and a direct secret ballot is held, as a result of which a president is elected, he addresses the audience with a "throne" speech.

For example, a game in the discipline "Psychology of conflicts in the organization": "You are a company manager. You have been told that the client did not accept an advertisement that your agency employee should have done. The employee proves that she did everything right and on time, and the client indignantly rejects her work and is not going to pay for it, which threatens to lose the image of your company." Play: 1) the conflict between the employee and the "difficult" client; 2) a conversation between the boss and the employee. (Roles: "employee - client"; "boss - subordinate").

- Games aimed at exploring feelings and attitudes - they are used in the process of teaching such disciplines as "Psychology", "Personnel Management", "Sociology", "Conflictology" and others, reflecting the specifics of the professions "person-person". Such games are quite emotional, and there are no ready-made "recipes" for constructive behavior. In games of this type, it is possible, as in reflexive games, to suggest a situation. So, the game on the discipline "Conflictology": a conversation between a boss and an employee who is always late. Here, the boss can choose different strategies - from sympathy (listen and get into the position) to the desire to fire (and in what form to do it). Roles: "boss" – "subordinate".

- Demonstration games (a type of skill development that involves a direct way of learning according to the principle of "do as I do"). These are, as a rule, various individual and team contests (who will make the client the best makeup or transform her with the help of a skillfully chosen style of clothing that emphasizes her individuality, etc.). In the discipline "Modern corporate culture" it is a game-competition of two companies, which of them is better. Students (3-4 people) create their own company with a name, mission, strategy, brand and present it to the audience. Then the second firm comes forward. Technical means (films, presentations) may be involved. As a result, the winner is chosen by universal suffrage.

- Creative games aimed at creating a new product.

These include brainstorming, "brain-ring", "politboy", etc. The task is to "throw" as many creative ideas as possible, removing the barriers of criticality. For example, in the discipline "Modern corporate culture" is the creation of a brand of an organization and its product. In the "brain-ring" game, two teams are created, led by captains, who must answer the leader's question within a minute. The role of the leader is played by the teacher. In the game "political battle" there is a polemic on any issues between two participants, the situation is controlled by the teacher, who plays the role of a judge.

Games for the development of sensitivity (increasing sensitivity and conscious attitude to what is happening, including to your own actions and motives). In principle, this type of play can integrate both the "reflexive" type of play, and the "creative play", and the game focused on the study of feelings and attitudes.

Or the game "Hiring" in the discipline "Modern corporate culture", when applicants prepare their resume and answer questions from a potential employer. The director of the firm must decide who he will hire and provide arguments for refusal to other applicants.

There are a number of examples of organizing games with students. This is a game "Press conference", when students are divided into subgroups, one acts as journalists, the other as scientists. Students face each other: "journalists" ask questions, "scientists" answer. The teacher in this game is an observer, but he sums up the results, and, if desired, can intervene in the game.

In the game "Chamomile" a flower is made, each petal of which contains a question or a term. Students pull off one petal at a time and answer questions or decipher terms.

In the game "Mind Football", students are divided into two teams, each with a goalkeeper, forwards and defenders. The attackers ask questions, the defenders answer them. If the defenders are not able to answer the question, the goalkeeper, the most intellectually strong student, comes into play. The teacher plays the role of a judge and uses scorecards for the assessment.

STAGES, FUNCTIONS, GAME FEATURES.

When developing a business or role-playing game, a number of points can be traced:

a) Determination of the theme of the game. b) Determination of the type of game. c) Determination of the main laws of the game. d) Creating a game plan. e) Defining a list of decisions that students can make. f) Distribution of roles by players, development of assessment criteria and bringing them to the attention of students. g) Final correction of the game.

A business (role-playing) game is a form of organizing a seminar, in which students practically master the material studied in lectures, consolidating its content by direct participation in those processes that were previously considered abstractly, outside of personal experience [xv]

The game allows you to find the best ways to solve a problem. Participants must make these decisions. They put in the first place not so much a game as a cognitive goal, and even a self-educational one.

What are the hallmarks of the quality of such a game?

This is the presence of a problem to be solved;

- distribution of roles among students;

-interactive interaction during the game;

- an element of competition; the emergence of conflict situations and their resolution;

- using the time factor (it is necessary to keep within the framework of the seminar lesson); finally, a system for assessing play activity.

Even before the roles are assigned, the teacher should carry out preparatory work in the group. The teacher can conduct tests with the members of the group, according to which he will reveal to what type of nervous activity the students belong (choleric, phlegmatic, melancholic, sanguine).

Thus, he will form an idea of the psychological characteristics of the future participants in the game. The teacher's task is to select a group with good psychological compatibility. The teacher must have an idea of which of the students is the informal leader, in order to then use this knowledge in the game. When assigning roles, he takes into account the interests and wishes of each member of the group. One of the important aspects of the preliminary preparation of the game is the development of students' communication skills. They must be able to speak and listen, empathize with others, control themselves in stressful situations.

The results of the game will depend on how prepared the students are. For example, some participants in the game may inadequately respond to its various moments and the teacher, acting as a coordinator, will be able to correct the game process in time. But this may not be the case if sufficient attention was paid to the selection of participants during the preparation period.

The stages of the game consist of preparatory stages, followed by the game itself and post-game analysis. The preparatory stage begins in the first lesson, when the teacher makes a list of the participants in the game, forms an organizational group and, if possible, conducts an orientation seminar. Students can play different roles during the class. There are roles that help you complete tasks. For example,

initiator - offers new solutions;

follower - picks up the initiative;

coordinator - contributes to the correct "distribution of labor",

orienting - determines the direction of work;

evaluator - evaluates the game of everyone and the group;

information seeker - asks questions.

Other roles are important for joint activities: harmonizer - resolves conflicts; guardian of the rules - reminds of the rules in the game; encouraging - motivates to participate in the game; stress reliever - often jokes. However, there are roles that make it difficult to play: blocker - opposes group initiatives; dominant - imposes his opinion; avoiding group work - seeks to be aloof; seeking recognition - trying to attract attention.

When the teacher "starts" the game, he participates in the distribution of roles and creates a game atmosphere, tries to ensure that the game is at a high level and the spirit of competition reigns. Some difficulties may arise during the game, especially in the initial period, when students adapt to the game. Sometimes personal antipathies are transferred to the game, which requires special attention from the teacher. He should be a moderator of the group, be able to remove questions of misunderstanding, and get around sharp corners. If one of the participants in the game leaves the game context, the teacher can, as it were, focus his

attention on himself and gradually return to the game. In order to avoid difficulties in the game, it is necessary to clearly formulate its rules and tasks, the results must be summed up at the end of the lesson in an open and friendly manner.

An important component of the game is the establishment of contact between its participants, a joint search for information. If any confrontational situations arise, you need to determine the positions of the parties and come to a common denominator. At the final stage of the game, as a rule, the participants unite, they become one team. Post-game analysis of the conduct of a game is a broad discussion of it. Questions can be very diverse:

Was the game interesting? What is the use of the game? What would you do differently if you had the opportunity to replay? What tasks did the game solve? After the discussion, the teacher sums up the results of the game, thanks the students for their participation, congratulates the winners, if any.

The educator should show the successful and unsuccessful strategies for achieving the goal that the participants used; support players who were close to the goal, but because of self-doubt abandoned a productive strategy; highlight the strengths of the players. A very important point: creating a friendly environment, directing the competitive excitement of players into a constructive channel of cooperation and mutual respect, instantly removing any manifestations of aggressiveness. The teacher must be sensitive to the very atmosphere of the game and regulate intragroup processes.

Play and role motivation as a psychological basis for didactic play in a foreign language

Without exception, all researchers of the game in general and role-playing game in particular talk about the most important characteristic of the game - a high level of motivation. Motivation is complex. V.L. Skalkin and O.I. Yakovenko is understood as motivation "the constantly maintained interest of the student in the very process of mastering a foreign language, its effectiveness" [xvi] Educational motivation is as a particular type of motivation underlying educational activity. I.A. Winter defines educational motivation as a set of motivators, including the subject's communicative and cognitive need against the background of his general need to achieve the goal, is, along with the educational situation, control and assessment of the structural organization of educational activity (Zimnyaya I.A. - 1999: 3-9).

If in a spontaneous game motivation also arises spontaneously, then in a didactic game motivation must be created. This is a teacher's task and not an easy task.

Thus, students perceive the game with great interest, and the main reason for this is, of course, the game motivation inherent in every person of any age. In Russian language classes, playful motivation can be used to improve the effectiveness of conventional work methods. Even a small playful element introduced into a regular exercise, even the phrase "Let's play!" instead of the traditional "Do an exercise on the page ...", they introduce an element of game motivation, which greatly increases the efficiency of ordinary types of work. We have carried out the following simplest experiment. Two groups of students received the same task: to comment on a statement in Russian. In the first group (16 people), this task was formulated in a traditional form and was assessed on a five-point system. In the second group (18 people) the same task was given in a playful way. It was suggested to play the game "Comment on the statement", the winner will be the one who uses more words from the vocabulary of the topic under study in his comments. An excellent mark was offered as a prize. In both groups, only those willing were interviewed. In the first - control - group of 16

people, only two expressed a desire to complete the task. In the second - experimental - a group of 18 people 11 wanted to participate in the game. Thus, the speech activity of pupils 72 when performing the same task in the experimental group increased almost 5 times.

What are the functions of business and role-playing games?

- They contribute to the release of excess energy of young people.

- Satisfy desires that are impossible in reality.

- Develop students' leadership qualities.

- Students get satisfaction from winning.

- Students actively learn theoretical material during the game.

- Since it is interesting for students to participate in games, their motivation for studying theory increases.

- Students gain their own personal experience in the subject under study. - The concentration of attention increases, since participation in the game requires the "work" of both hemispheres of the brain and increases the concentration of those young people who are prone to right-brain thinking. The principles of building business and role-playing games: the principle of joint activities, the communicative principle, the principle of problematicity, the principle of two-dimensionality (there is a real and game context).

Game technology involves: 1) finding a plot; 2) plot construction; 3) distribution of roles; 4) playing roles by participants; 5) discussion of the game by the participants; 6) pedagogical interpretation of the results.

Therefore, the very process of creating ("inventing") a game is a creative process and requires the teacher's creativity.

That is why the game strategy is called "aerobatics" of pedagogical creativity

In using the game as an educational strategy (technology), two main tasks are pursued:

The educational task is the mastery of knowledge, skills, the formation of abilities.

Game task - imitation of professional activity

In this case, the game assumes a game result - i.e. certain criteria by which the quality of 30 actions of the participants is assessed: the effectiveness of the decisions made, the speed and consistency of the task, the minimum of errors. The game is awarded based on meeting these criteria. Educational games are characterized by the following features:

1. In the game, the most correct solution is chosen from several solutions.

2. Decisions are made in an unrealistic situation.

3. There are a number of conditions under which the game is played.

4. The time frame of the game is limited by the time of the lesson.

5. Theoretical knowledge is combined with practical activity.

6. The game creates great opportunities for the manifestation of the individuality of each student.

7. The creative thinking of students develops.

Success in the game depends on many factors, but, above all, it is a creative approach, the ability to work in a team. The student realizes all his abilities, talents, develops creative thinking during the game, examines the moments that arise in the game from different sides, plays out interesting situations and achieves not only victory in the game, but also realizes as a person through self-education. The game, as it were, forms the student himself, increases his self-esteem, reveals the possibilities of active interaction in the group. The value of play as a teaching method is unique, it is needed today and will always be in demand, as it corresponds to the deep aspirations of human natures.

So, we found out that the game allows you to master the techniques of real activities related to solving specific and even non-standard tasks. At the same time, the game is conditional in nature, allowing one to abstract from the real situation. The game makes it easier for students to assimilate the material, they are happy to be involved in the game modeling of the studied phenomena. The atmosphere in which the game takes place is distinguished by psychological comfort, goodwill, and mutual fruitful cooperation.

The use of games in the educational process contributes to:

- the most effective assimilation of knowledge in the studied disciplines;

- training in the correct selection of literature and Internet sources;

- mastering the skills of the future profession;

- the acquisition of public speaking skills, oratory; - the ability to correctly express your thoughts;

- activation of cognitive and mental activity;

- competitiveness, creative and sporting spirit;

- the formation of an active life position;

- development of communication skills, mutual assistance;

- ability to work in a team;

- development of resourcefulness;

- expanding horizons and creative ingenuity.

A teacher who uses gaming technologies and strategies in his activities will change his role in the educational process, become its organizer and active participant, and not just a transmitter of knowledge. He will be a moderator, summarizing the opinions of everyone in the debriefing, director and game director who will establish close two-way relations and feedback with students. It is no exaggeration to say that gaming technologies in the educational process are the future, this is a promising and necessary interactive method of teaching in higher education.

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