E-ISSN: 2997-9439

American Journal of Education and Evaluation Studies

https://semantjournals.org/index.php/ AJEES

| Research Article

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Formation of Professional Skills in Future Vocational Education Teachers through Game Technology

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Abstract: To create games related to pedagogical activity, first of all, it is necessary to have an idea of the structure of the professional tasks of a vocational education teacher.

Keywords: Teaching, game, students, professional, competencies, practical education, organization, future, vocational education, special science, pedagogical, activity, in the educational process, situation, about, information, collection, profession, education.

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Game-based learning is one of the effective forms of learning. Game technologies are very useful in gaining professional experience. Game technologies can be used both in the educational process and during practice. In particular, there are great opportunities for the use of game technology in the process of professional education. However, at present, the potential of game technologies is not being fully utilized in the process of professional education.

We have developed a game technology for pedagogical activity on the example of teaching the subject “Organization and Evaluation of Practical Education” (methodology of technological education), aimed at developing professional skills in future teachers of professional education.

This game technology can be considered as a professional activity that allows students to master professional competencies. During game technology, students demonstrate their professional competencies based on the imitation of teachers of professional education.

In this case, future teachers of vocational education are involved in professional activities through games. This game technology allows future teachers to form the following skills:

- Free use of acquired theoretical knowledge in the process of practical professional activities:
- Understanding professional problems and approaching their solution in different ways:
- Solving problematic tasks and making independent decisions in the conditions of modeled professional activity.

In addition, game technology activates students' creative thinking and allows them to adapt to professional activities. Because in the process of game technology, students are presented with general issues that require the use of their competencies.

To create games related to pedagogical activity, first of all, one should have an idea of the structure of the professional duties of a vocational education teacher (job duties in terms of educational work, educational-methodological and scientific work, organizational-methodological, spiritual-educational work).

Students will also look at typical mistakes made by teachers in the process of studying these tasks.

Based on the tasks of a vocational education teacher, a model of his professional activity is developed.

In this case, the specificity of vocational education, different approaches, and training areas in vocational colleges are taken into account. It should also be noted that the model of professional activity developed by us is of a general nature. It can be improved taking into account the goals and objectives of the educational process, the conditions, and other factors. A game scenario is prepared based on the created model. The scenario clearly defines the directions of activity of the game participants.

Below is a brief description of the proposed game technology.

Place of organization of the pedagogical game: Vocational school

Purpose: To form in students the skills of organizing, conducting practical education in a vocational school and evaluating its results.

Participants: Students, school teachers and students in the group.

Management nature: determined by the scenario.

Communication nature: Involvement of teachers and students of general vocational colleges in the game in order to collect information about the pedagogical situation, analyze the data.

Object of the game: Organization, conducting and evaluation of practical education.

Game stages: The game is held in 3 stages.

1. Studying the process of practical education in vocational schools and finding ways to solve problems in it, getting acquainted with the process of professional activity.
2. Organizing practical education based on established standards by completing assignments.
3. Discussion of examples of optimizing the activities of a special subject teacher and a master of industrial education.

Methodology of conducting a game.

Tasks performed by the teacher at the first stage:

- Divide the group of students into teams of several people (special subject teachers, masters of industrial education):
- Distribute tasks among the group:
- Develop approximate forms of completing tasks:
- Study the process of organizing and conducting educational institutions, practical training:
- Discuss the problems encountered in the process of completing tasks, analyze the collected data.

Students independently collect information about the educational institution, study the areas of training, forms of organization of education (theoretical and practical and independent education, industrial training, events and circles), get acquainted with the curriculum and programs, the activities of the information resource center, training workshops. This allows them to acquire the skills of organizing and managing education, as well as collecting information.

Students are invited to learn the following during their acquaintance with the activities of the vocational school.

- ✓ Textbooks (for labor education, general education, general vocational and special subjects):
- ✓ Curriculum and programs (basic, model, working curriculum and programs, practice plans):
- ✓ Ways of planning, organizing and conducting practical training:
- ✓ Documents on the professional activities of special subject teachers and masters of industrial education:
- ✓ Tools used in the educational process.

The first and second stages of the game are also held in parallel with each other.

- ✓ Each group is explained its tasks:
- ✓ Information is provided about the conditions of the educational institution:
- ✓ Information is provided about game situations.

In the process of game technology, groups change roles. Therefore, everyone participates as different participants in the game (vocational education teacher, master of industrial education, leader, stylist, educator, etc.).

The teacher evaluates the students' performance of tasks and mastery of competencies every day.

The assessment process consists of observing the work performed by the graduates and studying the documents they prepared, assessing or denying the mastery of the required competencies.

It is advisable to conduct this game in vocational schools during the pedagogical practice of students. During the game, students prepared a report diary. This will serve as a methodological recommendation for future teachers in the process of their professional activities.

Analysis of the experience of using this form of teaching shows that in the process of the game, along with professional competencies, students also develop professional qualities such as sociability, approachability, culture of communication, and respect for the opinions of others. They use various methods of communication in practice, acquire the skills of establishing effective relationships with the team leader, parents, and teachers. They become familiar with the conditions of real workplaces.

In conclusion, the results of the survey conducted after the game show that the majority of students positively evaluate the game as a means of mastering professional competencies. Based on the analysis of students' professional skills, it can be concluded that the game technology on the topic of "organization and assessment of practical training" is an integral element of the process of training future teachers of vocational education and increases the quality of the educational process. This game serves as an important model for training professional education teachers in higher education institutions.

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