GAME TECHNOLOGIES AS A TYPE OF PEDAGOGICAL TECHNOLOGIES

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Abstract
This work contains theoretical material on innovative gaming technologies for preschool children. The features of the use of interactive gaming technologies in preschool educational institutions are singled out and described.

Keywords: technology, computer equipment, game technologies, pedagogical technologies.

In the pedagogical and psychological literature, the concept of "technology" is often found, which came to us along with the development of computer technology and the introduction of new computer technologies. [12, p.13] .

At present, the concept of pedagogical technology has firmly entered the pedagogical lexicon. First of all, let's find out what technology is in general:

In the explanatory dictionary, technology is defined as a set of techniques used in any business, skill, art. ("Dictionary"); [6, p.5] . According to Shepel V.M. technology is an art, skill, skill, a set of processing methods, changes in state. [12, p.13]

While, Likhachev D.S. speaks of pedagogical technology as a set of psychological and pedagogical attitudes that determine a special set and arrangement of forms, methods, methods, teaching methods, educational means; that it is an organizational and methodological tool of the pedagogical process. [6, p.26]

Pedagogical technology according to Bespalko V.P. is a meaningful technique for the implementation of the educational process.

Volkov I.P. sees pedagogical technology as a description of the process of achieving the planned learning outcomes.

Academician, Corresponding Member of the Russian Academy of Education Monakhov V.M. understands by pedagogical technology a model of joint pedagogical activity thought out in all details to design, organize and conduct the educational process with the unconditional provision of comfortable conditions for students and teachers. [12, p.13]

Analysis of the above definitions shows that many researchers identically interpret the essence of the concept of pedagogical technology. The only difference between them is how broadly this concept is revealed.

In this study, preference is given to the definition of pedagogical technologies by B.T. Likhachev .

Having defined the concept of pedagogical technology, I would like to know its structure.

In the textbook of pedagogy, ed. Pidkasistogo P.I. we find that the structure of pedagogical technology includes:

- organization of the educational process;
- methods and forms of educational activity of students;
- the activity of the teacher in managing the process of assimilation of the material;
- diagnostics of the educational process.

Like any technology, pedagogical technology is a process in which there is a qualitative change in the impact on the student. Pedagogical technology can be represented by the following formula:

PT \u003d goals + tasks + content + methods (techniques, means) + forms of education .

An essential component of pedagogical technologies are teaching methods - methods of orderly interconnected activities of the teacher and students. In the pedagogical literature there is no consensus on the role and definition of the concept of "teaching method". So, Babansky Yu.K. believes that "a method of teaching is a way of ordered interconnected activities of a teacher and students, aimed at solving the problems of education" . Ilyina T.A. understands the teaching method as "a way of organizing the cognitive activity of students" .

The game turns into a learning method under the following conditions:

- filling the technology with a certain content;
- giving the content didactic meaning;
- the presence of trainees' motivation;
- establishing didactic links with other teaching methods

According to the classification of G.K. Selevko , pedagogical technologies according to the prevailing (dominant) method differ in:

- Gaming
- dogmatic, reproductive
- Explanatory and illustrative
- Developmental learning
- Problematic, search
- Programmed learning
- Dialogic
- Creative
- Self-developmental learning
- Information (computer)

M. Novik, distinguishes non-imitation and imitation and forms (types) of employment.

A characteristic feature of non-imitation classes is the absence of a model of the process or activity being studied. Activation of learning is carried out through the establishment of direct and feedback links between the teacher and students .

A distinctive feature of simulation classes is the presence of a model of the process being studied (imitation of individual or collective professional activity). A feature of simulation methods is their division into game and non-game methods. Methods, in the implementation of which the trainees must play certain roles, are related to the game.

M. Novik points to their high effect in the assimilation of the material, since a significant approximation of the educational material to a specific practical or professional activity is achieved. At the same time, the motivation and activity of learning are significantly increased.

Prutchenkov A.S. defined game technology as a certain sequence of actions of a teacher for the selection, development, preparation of games, the inclusion of children in game activities, the implementation of the game itself, summing up, the results of game activity.

Game technologies have the means to activate and intensify the activity of students.

A game is a type of activity in situations aimed at recreating and assimilating social experience, in which self-management of behavior is formed and improved.

The concept of "game pedagogical technologies" includes a rather extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games.

The structure of the game as a process includes:

- the roles assumed by the players;
- game actions as a means of realizing these roles;
- playful use of objects, i.e. replacement of real things with game, conditional ones;
- real relationships between the players;
- plot (content) - the area of reality, conditionally reproduced in the game.

The pedagogical game has a clearly defined learning goal and a corresponding pedagogical result, which are characterized by an educational and cognitive orientation. It is used to solve complex problems of mastering new material, the formation of general educational skills, and the development of creative abilities. [2]

Pedagogical technology is a tool for the professional activity of a teacher and fixed sequential actions that guarantee a given result. It contains an algorithm for solving the tasks. Its use is based on the idea of complete controllability of training and reproducibility of educational cycles.

Based on the above definitions and classifications, we can conclude that gaming technologies are an integral part of pedagogical technologies. Thus, pedagogical technology, in which the dominant teaching method is a game, is a game technology.

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