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METHODS OF USING GAME TECHNOLOGIES IN LESSONS IN TECHNOLOGICAL EDUCATION

Erkin Xalikulov
Chirchik State Pedagogical University

Abstract:
This article analyzes the methods of using game technologies in technological education and their effectiveness in the educational process. The history and development of game technologies are studied, and the possibilities of developing practical skills, attracting attention and ensuring active participation of students through them in modern education are highlighted. Also, the article shows the role of game technologies in education, the formation of group cooperation and a creative approach based on foreign experience and local practices. Their importance in making the technological educational process more innovative and effective is analyzed.

Keywords: Game technologies, technological education, gamification, interactive approach, foreign experience, educational process, simulation games, group cooperation, practical skills, creative approach, local practice.

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Introduction

The use of interactive and innovative technologies in the modern educational process is gaining relevance. This allows making education more interesting, effective and student-centered. In particular, game technologies play an important role in organizing the educational process. They help to attract the attention of students, ensure their active participation, and combine theoretical knowledge with practice. This article is devoted to the study of methods of using game technologies in lessons in the direction of technological education, historical stages of development, and foreign experience.

Methods

The study used methods of analyzing scientific literature, studying foreign experience in the use of game methods in the educational process, and analyzing examples from practice. At the same time, observation and comparative analysis methods were used to assess the importance of interactive approaches in technological education.

Main part

Game technologies are a new concept in the educational process, the history of its development begins in the middle of the 20th century. The integration of game elements into education was initially associated with the desire of educators to diversify didactic tools. In particular, the American educator John Dewey put forward the principles of teaching through games and saw this method as a means of activating education.

The next stages of the development of game technologies were associated with the development of computer technologies. In the 1980s, the first computer games entered the education system, which served to develop students' communication and decision-making skills. For example, in

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the USA, early educational games such as "The Oregon Trail" were successfully used in interactive teaching of history.

The use of game technologies in technological education brings the learning process closer to practice. For example, simulation games are important in teaching how to work with technological equipment. This allows students to test their knowledge in conditions close to real-life conditions. For example, in engineering education, students create their own projects in the form of games using CAD programs.

With the help of game technologies, students can more easily master complex concepts. For example, in chemistry, the use of interactive game elements increases efficiency when explaining the structure of molecules or in physics, when describing complex mechanisms. Also, the gamification method is widely used in technological education classes. In this approach, the learning process is organized through game elements, and students are activated through a competition and reward system.

Foreign experience confirms the importance of game technologies in education. For example, in Japan, game technologies are widely used in technological education, through which students effectively learn robotics and programming. Japanese teachers, enriching the learning process with engineering-related tasks, involve students in communication through games. This simultaneously develops social and technical skills among students.

Game technologies also play a significant role in the Finnish education system. In this country, demonstration teaching technologies are used through game elements, creating an environment where students independently solve each learning task. Interactive simulations and project games help students improve their problem-solving skills in Finland.

One of the unique aspects of using game technologies in technological education is the ability to model real-life situations. For example, students can test their decisions in design and engineering processes using games. This not only strengthens their theoretical knowledge, but also develops a creative approach.

Special attention is paid to the use of game technologies in local experience. In the Uzbek education system, the effectiveness of the learning process is being increased through the use of project games and interactive tools in technological areas. In particular, in vocational education, ways of modeling work processes and creating conditions close to practice are being introduced using game technologies.

Game technologies, along with increasing student activity, are also important in developing their communication and social skills. In particular, through group games, students learn to work together, which forms important competencies in the future labor market.

With the help of game technologies, students have the opportunity to assess their knowledge. For example, through online tests and interactive exercises, students can monitor their progress in real time and identify areas for their development.

Thus, game technologies not only make the educational process interesting, but also turn it into an effective and student-centered approach. This is an important factor in the successful development of the technological education direction.

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Conclusion

The use of game technologies in technological education brings the educational process to an innovative level. They increase the interest of students, form practical skills and contribute to the effective assimilation of knowledge. Foreign experience and local practices confirm the high effectiveness of this method. Therefore, further development and widespread implementation of the integration of game technologies into the educational process is one of the urgent tasks.

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