

THE USE OF DIDACTIC GAME EDUCATIONAL TECHNOLOGIES IN TEACHING PEDAGOGY

Raxmatullayev Botir Sobir o'g'li
graduate student of the faculty
" Pedagogy and Psychology" of the
Asian International University

Abstract: This article provides information about the importance and possibilities of using didactic game learning technologies in the process of teaching pedagogy. Didactic games allow to make learning methods more interesting in order to increase the knowledge, mastery and motivation of students in the learning process. In the article, how didactic games and pedagogical external technologies are used together, they play an important role in the educational process of increasing the motivation of students, improving concepts, mastering knowledge and teaching learning in effective ways. The article presents examples and analyzes of educational games and programs made with didactic games and pedagogical external technologies.

Key words: Education, teacher education, teaching method, educational technologies, speech communication, educational process, personality, didactics, technology integration, etc.

Introduction

Pedagogy is a branch of science focused on the theory and practice of education. In recent years, there has been increasing interest in introducing educational technologies, especially didactic game technologies, into pedagogic courses. This article shows the use of didactic game learning technologies in the teaching of pedagogy, their advantages and possible problems.

Advantages of didactic game educational technologies:

Engaging learning environment: Didactic games provide an interactive and immersive learning environment that captures students' attention and interest. They create a dynamic environment that encourages active participation and involvement in the learning process.

Experiential learning: Didactic games provide experiential learning opportunities that allow students to apply theoretical concepts and pedagogical principles in simulated scenarios. Through these games, students can develop critical thinking, problem solving, and decision-making skills in real-world situations¹.

Collaboration and social interaction: Many didactic games include multiplayer features, fostering collaboration and social interaction among students. It promotes teamwork, communication and exchange

¹ Zikiryayev A. va boshqalar. O'quvchilar bilimini tekshirishda innovatsion texnologiyalar. // "Xalq ta'limi" jurnali, 2001, 6-son. –19-b.

of ideas, improves students' social skills and ability to work effectively in a group environment.

Immediate Feedback and Progress Monitoring: Educational games often provide immediate feedback on students' performance, allowing them to assess their understanding and progress in real time. enables students to identify areas for improvement and adjust their learning strategies accordingly.

Motivation and focus: Didactic games use game elements such as challenges, rewards, and achievements to increase motivation and engagement. Incorporating game mechanics such as ranks, points, and leaderboards, students strive to demonstrate their knowledge and skills.

Challenges and considerations:

Curriculum Integration: Integrating didactic game learning technologies into pedagogy courses requires careful curriculum planning and adaptation. Educators should ensure that the games complement the educational goals and content, and that they are integrated with the overall educational design.

Technical requirements: Didactic games often require special technological resources, such as computers, tablets or game consoles. Ensuring equal access to these resources for all students can be difficult, especially in resource-constrained educational settings.

Selection and evaluation of games: There is a wide variety of didactic games, and teachers must carefully select games that match the pedagogical goals and meet the needs of the students. Evaluating the educational effectiveness, appropriateness and quality of games is essential to ensure their successful integration into pedagogical courses².

Teacher training and support: Teachers may need training and support to effectively incorporate didactic games into their pedagogy courses. To facilitate a meaningful learning experience for students, they must develop an understanding of game mechanics, learning outcomes, and educational strategies associated with games.

We will consider several case studies and examples to demonstrate the use of didactic game learning technologies in teaching pedagogy:

Virtual Learning Practice: Virtual Reality (VR) or Augmented Reality (AR) can be used to create a simulated learning environment where students can conduct lessons, engage with virtual students, and face common learning challenges. . These immersive experiences allow students to develop teaching skills, adapt to different student needs, and receive feedback on teaching effectiveness.

Gamified assessment tools: Gamification can be applied to assessment tools in pedagogy courses. For example, quizzes and knowledge tests can be converted into interactive game formats with time-based challenges, levels and rewards. This approach increases student engagement and motivation while allowing teachers to assess students' understanding of pedagogical concepts and theories³.

Collaborative problem-based games: Group-based problem-based games can be used in pedagogy courses to develop cooperation and teamwork skills. Students analyze educational scenarios, propose solutions, and discuss possible consequences of their decisions. can work together These games develop critical thinking, communication and negotiation skills that are important for future teachers.

In conclusion, the use of didactic game teaching technologies in the teaching of pedagogy provides many advantages, such as an interesting learning environment, experiential learning opportunities, cooperation, quick exchange of ideas, and motivation. At the same time, it is important to address issues related to curriculum integration, technical requirements, game selection, and teacher training. By carefully selecting and integrating appropriate didactic games, educators can improve pedagogy courses and better prepare prospective teachers for the complexities of the classroom. provides a great opportunity to arm

² Xolmetov M. Tarbiyada didaktik o'yinlarning ahamiyati. // "Ma'rifat", 2002, 6-son. –16-b.

³ Safarova R, Shermatov L. Pedagogikaning taraqqiyot yo'li. // "Xalq ta'limi" jurnali, 2002, 2-son. –14-b.

yourself with knowledge and skills. With continuous research, collaboration between teachers and game developers, and effective integration strategies, didactic game learning technologies can become an integral part of pedagogy programs that help develop skilled and innovative teachers.

Bibliographic list:

1. Berdiyeva O. Ta'lim jarayonida yangi pedagogik texnologiyalar. // "Xalq ta'limi" jurnali, 2003, 1-son. –16-b.
2. Zikirayev A. va boshqalar. O'quvchilar bilimini tekshirishda innovatsion texnologiyalar. // "Xalq ta'limi" jurnali, 2001, 6-son. –19-b.
3. Nishonaliyev U. Yangi pedagogik va axborot texnologiyalari muammolari va yechimlari. // "Pedagogik ta'lim" jurnali, 2000, 3-son. –11-b.
4. Norbutayev X. Mejpredmetnye svyazi pri obuchenii prirodovedeniyu. // "Nachalnaya shkola". M., 2011, № 11. –S. 25.
5. Safarova R, Shermatov L. Pedagogikaning taraqqiyot yo'li. // "Xalq ta'limi" jurnali, 2002, 2-son. – 14-b.
6. Xolmetov M. Tarbiyada didaktik o'yinlarning ahamiyati. // "Ma'rifat", 2002, 6-son. -16-b.