



PROJECT OF THE MECHANISM FOR DEVELOPING PROFESSIONAL COMPETENCIES OF FUTURE PRESCHOOL EDUCATION TEACHERS BASED ON GAMIFICATION TECHNOLOGY

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ABSTRACT

This article scientifically, theoretically and practically substantiates the project of a methodological mechanism based on the use of gamification technology in developing the professional competencies of future preschool education teachers. The project, developed in accordance with the requirements of the competency-based approach, is aimed at the systematic development of the methodological, communicative, psychological, creative and reflective components of professional training. The article reveals the structural model of the mechanism (goal-content-process-result) and describes the didactic conditions for integrating game elements (mission, level, incentive, rating, case, role situations, mini-projects) into the educational process. Based on the research results, it is scientifically substantiated that a gamified educational environment is an effective methodological platform for the gradual formation of the professional competencies of future teachers.

KEYWORDS: Gamification, preschool education, future teacher, professional competence, methodological mechanism, project model, mission, reflection, case, innovative education.

INTRODUCTION

Ensuring a quality upbringing and education process in the preschool education system largely depends on the professional competencies of the teacher. In the current conditions of modernization and digital transformation in education, the professional preparation of future teachers, the development of their methodological thinking, communicative culture and creative potential are regarded as one of the urgent tasks. This is because the modern preschool education environment requires from the teacher not only methodological knowledge, but also multi-component competencies such as decision-making in real pedagogical situations, deep understanding of child psychology, effective cooperation with parents and reflective analysis. Practical experience shows that traditional forms of teaching often cannot sufficiently form in future teachers the skills appropriate to professional situations. Therefore, it is necessary to orient the educational process toward activity, strengthen students' internal motivation and expand mechanisms of reflective learning. In meeting this need, gamification technology is considered an effective methodological resource for developing professional competencies through the integration of game mechanisms into the didactic process.

In the current conditions of globalization and renewal of the education system, the issue of training professionally mature, creatively thinking and competitive teachers for preschool educational institutions is regarded as one of the priority directions. This is because the preschool age period is the foundational stage of personal development, and it is precisely

during this period that children's social activity, communication culture, emotional stability and cognitive processes develop rapidly. The quality organization and pedagogical effectiveness of these processes are directly related to the professional competencies of the teacher, that is, methodological readiness, psychological sensitivity, communicative culture and reflective approach. Therefore, the need to renew the mechanisms for forming the competencies of future teachers and modernize them on the basis of modern educational technologies is becoming increasingly stronger.

Observations in educational practice show that traditional forms of teaching often cannot sufficiently involve students in processes characteristic of professional activity, such as situational analysis, pedagogical decision-making, searching for solutions to problems and reflective evaluation of their own activity. As a result, although future teachers possess a reserve of theoretical knowledge, they may experience certain difficulties in practically applying the competencies necessary in the real pedagogical process. In such conditions, organizing the educational process on the basis of mechanisms that are activity-oriented, motivationally strong and encourage personal responsibility emerges as an important methodological requirement. In effectively solving this task, gamification technology is becoming relevant as an innovative solution with broad didactic opportunities.

The educational essence of gamification technology does not consist of merely introducing game elements into the educational process as an interesting addition. On the contrary, it is a systematic didactic approach that serves purposeful modeling of educational activity, increasing participation and gradual development of professionally oriented competencies. In particular, the methodological integration of game mechanisms such as points, rating, mission, level and incentives into the educational process more actively involves students in learning activity, strengthens their result orientation and reinforces a sense of professional responsibility. From this point of view, a gamified educational environment serves as a motivational and practical platform for the professional development of future teachers.

The effectiveness of gamification lies in the fact that it creates an opportunity to teach future teachers through situations close to real professional activity. In particular, an educational process organized on the basis of "situational tasks," "pedagogical cases," "role-playing games" and "professional missions" consistently forms in students the skills of methodological thinking, analysis of a problem situation, pedagogical decision-making and a responsible approach. Such forms of activity ensure not only the student's cognitive process, but also the practical acquisition of the algorithm of professional actions. The use of gamification also makes it possible to modernize the organizational and assessment mechanisms of the educational process. In particular, the system of a "progress map," "competence indicators" and "level-based assessment" makes monitoring learning outcomes transparent and understandable. This helps the student observe their own professional growth and determine a strategy for self-development by understanding their achievements and shortcomings. As a result, elements of reflection and self-assessment are strengthened in the educational process, which directly affects the quality indicators of the pedagogical process.

In this process, the motivational component is of particular importance, and gamification strengthens the student's need for professional growth by activating internal incentive factors in educational activity. Gamified tasks create conditions for students to feel competence, act on the basis of independent choice and develop cooperation skills. Thus, the didactically grounded

application of game mechanisms brings the process of forming the professional competencies of future teachers to a new level of content and quality.

Based on the above analyses, it can be emphasized that gamification technology provides the following didactic opportunities in modernizing the mechanisms for developing the professional competencies of future preschool education teachers: firstly, students' participation and motivation in the educational process increase; secondly, practical methodological training is formed in conditions close to professional situations; thirdly, the assessment process turns into an encouraging and transparent system; fourthly, mechanisms of reflection and self-analysis are strengthened; fifthly, a creative approach and innovative thinking actively develop. Therefore, gamification serves as a modern methodological platform for effectively implementing the competency-based approach in the process of training future teachers in the field of preschool education.

In conclusion, the project of the mechanism for developing the professional competencies of future preschool education teachers based on gamification technology is an effective methodological solution that serves the modernization of the educational process. This project brings the educational process closer to professional situations, increases students' motivation, gradually forms competencies and strengthens reflective analysis and creative activity. As a result of the project, future teachers acquire the skills of making independent decisions in real pedagogical situations, making a justified choice of methodological tools and analyzing professional activity. Therefore, the integration of gamification into the educational process on a scientific and methodological basis serves to improve the quality of training competitive and competent teachers for preschool education.

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