

CHILDHOOD PEDAGOGY IN THE MODERN CONTEXT: PROBLEMS AND PROSPECTS

USE OF GAME DESIGN TECHNOLOGY IN THE DEVELOPMENT OF PROFESSIONAL SKILLS IN STUDENTS OF THE FIRST DEPARTMENT OF THE SPECIAL SCHOOL

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Currently, any pedagogical technology is a system of means and methods of transformative activity, ensuring efficiency in any field of human activity. The specifics of the technological transformation of reality is that it is focused on synthesis, the creation of artificial objects (the world of technology in its broad sense), on the technological development of the world in contrast to its scientific or other knowledge.

On the basis of the above mentioned, it can be said that the educational and research work of students with intellectual insufficiency is considered as the lowest inefficient technology of training. Therefore, the most common and effective method of intensifying the education of children with intellectual insufficiency will be the game design method. However, before using game design methods in the educational process, it is necessary to identify their essence, understand the difference from the game as a whole [1].

The purpose of the study is to study the scientific and methodological foundations of game design technology.

Material and methods. To implement the goal of the study, the work used a systematic analysis of philosophical, pedagogical and psychological literature, methods of systematization, generalization and interpretation of the results of the study. The experimental study was carried out in April–May 2021 on the basis of Special school № 26 of Vitebsk. The total number of children involved in the study was 24 children with intellectual insufficiency of high school students in special school.

Findings and their discussion. An analysis of scientific and methodological literature showed that game training occurs within the framework of a situation that simulates a specific activity that is conditional in nature. Game activity often seems unproductive as her results are delayed in time and are expressed as intellectual knowledge, abilities, skills, experience, behavior and an image of the thoughts which are very difficult for measuring, nevertheless, it much more effectively than many traditional ways of training [1].

The main and important component in gaming technologies is the cognitive effect, which is due to the combined use of three main methods: analytical, expert and experimental ones. Using the analytical method, a game is constructed. The participation of professionals in the game activates their expert potential. The expert method here is manifested in the fact that, observing the system being studied “from the inside,” players and experts analyze and overestimate their past experience and knowledge.

The experimental method allows each game to be considered as a laboratory experiment with the system being studied. The compressed scale of time makes it possible to repeatedly recreate the dynamics of professional foundations.

Research goals in game design technology serve to obtain new information, to organize the work of an interdisciplinary team, for hypotheses and theoretical provisions. For each project, a program is drawn up in which the tasks to be solved are determined. During the game, they receive information with problem solving options, which, after processing, is analyzed by the organizers (special education teachers) of the game.

To implement this technology, participants are divided into interest groups, each of which is developing its own project. The trainees choose the topic for the development of the project mainly independently, but in some cases a special needs teacher, an educator can offer any options.

Game design is carried out from “functional role positions” reproduced in game interaction with a generalization of collective experience. Ego defines a completely different view of the object being studied with a point of view unusual for the participant, which allows him to see much more, which determines the cognitive effect of this technology.

Practical recommendations for organizing game design used to improve and effectively assimilate educational and non-educational material when preparing children with intellectual insufficiency for independent life may consist in projects of various types: research project, search project, creative (creative) project, prognostic project.

The specifics of game design is that it is an interactive method, that is, all projects are developed as part of a group interaction, and the design results are protected at an intergroup discussion, from which you can determine the best project.

The methods used in game design carry out the following tasks: application and development of knowledge, abilities, skills in technologies of a game, opening, understanding and demonstration of behavioural reactions, manners, enrichment of a lexicon, individual style of communication, etc.; comparison of motivational, behavioral individual qualities of partners in the game.

Analysis of the results of this experiment made it possible to detect a generally low level of development of professional foundations in senior students of the first department of auxiliary school № 26 of Vitebsk. Attending the lessons, we revealed that the work on preparing for independent life in auxiliary school

№ 26 of Vitebsk is carried out methodically competently: work on the formation of a presentation of professional foundations. Unfortunately, only a variety of visual materials are used in the process of creating professional foundations, all classes are held on a visual and practical basis. The work is given a lively, emotional character, during the story the teacher accompanies his words with substantive actions.

This study showed that as a result of specially organized training, students with intellectual insufficiency form some professional foundations in the process of game design. A particular difficulty in the process of learning is caused by the different degree of information of professional ideas and the different speed and level of their assimilation by children of this category.

Conclusion. The correct selection of methods, techniques and didactic material determines the productivity of the special needs teacher. To form professional competencies in children with intellectual insufficiency, you should adhere to game design technology.

Let's call the main advantages of game design technologies over the traditional training system:

- The goals of gaming technology are more consistent with the practical needs of learners. This form of organization of the educational process eliminates the contradictions between the abstract nature of the educational subject and the real nature of professional activity, the systemic nature of the knowledge used and their classification into different disciplines.

- The game form corresponds to the logic of activity, includes the moment of social interaction, prepares for constructive professional communication.

- Gaming technologies are rich in feedback, more meaningful and multifaceted than traditional methods.

- Game components facilitate the inclusion of interaction participants in the learning process, encourage them to involuntary activity.

- In games, value orientations and attitudes of professional activity are formed, stereotypes are overcome, self-esteem is corrected.

This format of education and upbringing provides an opportunity to expand the range of opportunities for children to apply the knowledge and skills acquired in real life. Work in this direction contributes to the development of the child's thinking, enriches their speech, emotional and personal sphere as a whole. Properly organized game design technology, taking into account the characteristics of this category of children, allows you to prevent difficulties in professional activities in the future. The main correction method is the setting of a problem situation used in game design technology.

1. Panfilova, A.P. Game modeling in the activities of a teacher / A.P. Panfilova, – M.: Academy, 2006. – 224 p.