

GAMIFICATION AS A NEW WAY OF LEARNING WITH THE POTENTIAL OF CREATIVITY

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Tayanch so'zlar: geymifikatsiya, intellektual, kognetiv, motivatsiya.

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Key words: gamification, intellectual, cognitive, motivation.

1. Introduction. Today, in our country, special attention is being paid to students, they are being brought up physically healthy, mentally developed, independent thinkers, talented and intelligent, with patriotic personalities, increasing their social activity, supporting their creative and intellectual abilities. In this regard, the formation of the logical thinking of students, the increase and development of their creative literacy, it is necessary to form and develop such competencies as self-awareness, endurance in communicating with others, understanding the opinions of others, free thinking, talent and the ability to express boldly their opinion [1]. To do this, it is necessary to study world experience, organize classes based on innovative pedagogical and information technologies, and achieve high efficiency using modern interactive methods and software.

2. Literature review. Game techniques and technologies have been used in pedagogical practice since ancient times. The significance and effectiveness of human experience in various fields of culture are studied by philosophy, philology, sociology, political science, psychology, etc., scientists have studied and continue to study. The current stage in the development of humanitarian thought characterizes the game as the basis of innovation and a trigger for creative thinking. The famous classics of pedagogy (L.S.Vygotsky, G.P.Shchedrovitsky, D.B.Elkonin, etc.) studied the features and advantages of games and gaming activities in the process of education and upbringing.

3. Aim and objectives. The gaming technology used in the educational process and it is recognized as very effective, versatile, easily produced, suitable for solving any educational topic and almost all educational and developmental tasks. It seems that the phenomenon of play is not so important for pedagogical research. However, the emergence of a generation of "digital natives" (as children who grew up in the Internet era began to be called), among other factors, towards a new educational paradigm (to the paradigm of a post-industrial society) and the transition to a new type of education (technological or design-technological) makes take a fresh look at the role of games, including computer games in educational activities [3]. We believe that such a phenomenon of human activity as gamification can make educational activities manageable and planned, that is, it contributes to the achievement of effective educational results. What is behind the new term of pedagogy, what are the fundamental differences between this method of organizing learning and the usual gaming experience, why is it important today to include the mechanics of computer games in the educational process? In this article, we consider a number of issues based on the work of Russian and foreign theorists and practitioners.

4. Methodology. The term gamification is first used in 2002 by the American programmer and inventor Nick Pelling, became popular by 2010 and is now used in many areas of human activity (business, personnel management, healthcare, education) and for solving various problems of different levels, complexity is used to denote special method. Major global brands (Microsoft, Volkswagen, Nike) use gaming technologies, involve their customers in games and stimulate sales of their products. Game developers have informed players about hunger, global conflicts, poverty, climate change, etc. creates games on important topics, connecting to solving global problems, such as gamification increases sales, media views, customer loyalty, employee efficiency and educational productivity processes. Using

the mechanics of computer games to engage the audience in various activities is becoming a trend today. The Wiki Encyclopedia which is devoted to the gamification defines it as a business strategy that applies game design tools to a non-game context to manage user behavior [4]. However, this practice has already become widespread and has gone far beyond the business sphere. Western and local researchers define gamification as "the application of computer game-specific approaches to non-gaming processes in order to attract users and consumers and increase their participation in solving applied problems." Despite the fact that there is still no ambiguously defined definition of the term, we can conclude that the mechanics used in computer games, used in any other non-game activity, firstly, enhances the subject's desire to pay more and more attention to the process of action, and secondly, commitment to the task prolongs and ultimately increases the possibility of achieving the goal. The scope of gamification can be any complex and simple activity that is not related to the context of the game, which causes frustration and loss of motivation in the user, student, personality. Gamification is designed to create a fun and necessary routine, as if it's driving a car, regular jogging, researching large amounts of information, choosing a presidential candidate, or making a daily routine, but at the same time allows you to hone the skills needed for a topic while keeping you in your reality. The goal and expected result of gamification is to change the habitual behavior of the audience, participation in activities. At the same time, the content of the chosen activity remains unchanged, but is structured in a certain way, which results in an increase in motivation to solve the problem and also increases the time to complete this task.

The importance of using game technologies in education is very important, since learning activities are complex and everyday require the efforts of students, often cause them fatigue and game mechanics have a significant impact on student behavior and the effectiveness of learning outcomes. Games and game technologies in pedagogical practice are the creation of certain conditions for achieving these tasks, the modeling of a special game reality with internal laws (role-playing games, business games, organizational and activity games, etc.). The Encyclopedia of Educational Technologies defines a game as "a type of activity in situations aimed at recreating and assimilating social experience, developing and improving self-control with behavior" [4].

A feature of the game is attention, the ability to focus all the time and not let the player forget about the physical needs for food or sleep for long periods of time. If people can read, work, create with the same attraction, activity rates will increase exponentially. This is the whole point of the game. Properties attract "gamifiers" of reality and are a common psychological basis for both traditional pedagogical games and gamification. Thus, a gamified educational course is not a computer game (However, if there is software that supports the course, sometimes it is very similar due to the game shell). During the training, the student performs both educational and game tasks. For example, the task of education is to master different styles of speech. The objective of the game is to score 50 points on written assignments within a certain period of time in order to advance to the next level. In addition, learning goals always remain a priority, and game goals only help maintain intrinsic motivation for learning tasks. Comparing gamification

to other gaming techniques, Mario Herger presents a diagram that allows us to clearly define the boundaries between gamification and other types of gaming experience [5].

5. Results and discussion. The following characteristics were analyzed as comparison parameters: dedication, existence of rules and goals, internal structure, real play space and consistency. This makes gamification attractive as a human activity: a clear, achievable and desirable goal, rules for achieving this goal, a step-by-step structure for achieving the goal. But the game takes the actions of the player into the game space, into a fictional reality and gamification is not our actual task in the real world, leaving us with our problems and responsibilities. Business in games this action often takes place in a real situation, but it is not mandatory, but necessary for gamification. Chosen contrasts sharply with gamification in terms of role playing positions similar to stage games. Role-playing as a disinterested and clearly defined game goal has no structure in the game.

Gamification has rules and purpose on stage or takes place in the real world, not in a game setting at all by itself and all player moves are recorded and structured. The structure of gaming educational activities is doubly necessary, because the entire program is known in the learning process. Steps should be divided into periods, and each period is a course summary. It should have its own purpose corresponding to its purpose. It seems important to emphasize once again that in gamified experiences, the participant does not take on any roles and can learn, for example, English, based only on their motivation and internal goal. As for the system parameter, which is very important for gamification and optional for other game practitioners, the system is not episodic additions to the activity structure of the

game, but the entire process of gamified support for this activity [5]. In education, gamification accompanies the educational course - from setting goals and objectives to the final control of knowledge.

6. Conclusion. The concept of a game is a traditional object of study of the theory and methodology of education, game elements have been used by teachers for centuries, game technologies are well described, studied and systematized. If we talk about the field of computer and video games, then in the modern world it is a rapidly developing service with mechanisms and platforms that give excellent results in attracting an audience. In addition, in order to highlight and describe a special teaching method that introduces game mechanics into the educational space, the scientific task facing us requires a separate name, such as "business game", "role-playing game", etc., encoded in pedagogy. Thus, gamification is a great pedagogical tool, one might say, as a new way of organizing learning with the potential for creativity.

It allows you to initiate the highest level of activity, which is the main reason for the child's transformative actions and also stimulates subjective activity without pulling the student out of reality. It can be concluded that there is a need for a closer translation into the educational process, during which it is necessary to solve complex problems of developing the skills of mastering individual digital educational resources with elements of gamification. Gamification has many advantages, which necessitates the use of this method in the methodological training program for students of higher educational institutions, at the same time it has unlimited educational potential, responding to the current needs of students in educational materials through game elements and helping to organize an effective and interesting learning process.

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REZYUME. Maqolada boshlang'ich sinf o'quvchilarining moslashuvi va bilim darajasini oshirish, ta'lim va hayotni o'yin tarzida uyg'unlashtirish bo'yicha ishlarni olib borish zarurligi muhokama qilinadi. Gamifikatsiya ham mukammal pedagogik vosita va ijodkorlik salohiyatiga ega bo'lgan ta'limni tashkil etishning yangi usuli sifatida o'rganilgan.

РЕЗЮМЕ. В данной статье рассматривается актуальность проведения работ по адаптации и повышению уровня знаний учащихся младших классов, а также гармонизации процесса обучения и повседневной жизни через использование игрового стиля. Особое внимание уделяется исследованию геймификации как эффективного педагогического инструмента и нового подхода к организации образовательного процесса с уникальным творческим потенциалом.

SUMMARY. In this article, we examine the necessity of adapting and enhancing the level of knowledge for primary school students while harmonizing learning and life through a gamified approach. Gamification is explored as an excellent pedagogical tool and a novel method for organizing education, harnessing creative potential.

XORAZM XALQ DOSTONLARI VOSITASIDA BO'LAJAK MUSIQA O'QITUVCHILARINING MA'NAVIYATINI RIVOJLANTIRISH PEDAGOGIK MUAMMO SIFATIDA

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Tayanch so'zlar: milliy madaniyat, nola va qochirimlar, folklor, musiqa, pedagogik texnologiya, doston, mumtoz.

Ключевые слова: национальная культура, плачи и песни, фольклор, музыка, педагогическая технология, эпос, классика.

Key words: national culture, laments and songs, folklore, music, educational technology, epic, classics.

Mamlakatimizda uzluksiz ta'lim tizimi asosida shaxsni har tomonlama barkamol shaxs sifatida rivojlantirishga juda katta e'tibor berilib kelinmoqda. Bu o'rinda shubhasiz musiqa darslariga e'tibor tubdan takomillashtirilib, uni yanada rivojlantirish masalasiga e'tibor o'zgacha tus oldi. Kelajak avlodni barkamol inson etib tarbiyalashga alohida urg'u berilishi juda ham ahamiyatli va quvonarli holdir.

Shaxs shakllanishida ayniqsa o'zbek xalq musiqa tarixi

fanining o'rni bir qadar ahamiyatli ekanligini ta'kidlab o'tmoqchimiz. Bugungi globallashuv jarayonida musiqiy ta'lim-tarbiya jarayoni, sifati va samaradorligini oshirish maqsadida mavjud muammolarni aniqlash, jumladan, bugungi kun musiqa o'qituvchilarining dars mashg'ulotlarini interfaol texnologiyalardan yetarli darajada foydalanilmayotganligi mazkur amaliy-ijodiy jabha bilan birga, uning nazariy-ilmiy asoslarini ishlab