

THE ROLE OF GAME TECHNOLOGIES IN MILITARY-PATRIOTIC EDUCATION

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Abstract

The article examines the role of game-based technologies in the process of military-patriotic education of youth. The author emphasizes that, in the context of global challenges and digitalization, game-based learning forms contribute to the effective development of patriotic feelings, leadership qualities, responsibility, and teamwork among the younger generation. The analysis of domestic and international pedagogical experience demonstrates that the use of role-playing, simulation, and digital games not only increases students' motivation but also promotes the development of cognitive, communicative, and practical competencies. Special attention is given to the need for adapting game technologies to national and cultural traditions, which enhances their educational potential. The article concludes that game-based methods have become a key tool for shaping civic maturity and preparing young people for the defense of their homeland.

Introduction

The analysis of the materials indicates that the current conditions for the development of society in the Republic of Uzbekistan put forward new requirements for the education system, including specific areas of education of the younger generation. One of the most important areas is military-patriotic education, designed to form in the younger generation a sense of devotion to the Motherland, readiness to protect the independence and sovereignty of the state, respect for national and historical traditions.

In this regard, the appeal to innovative pedagogical technologies, among which game technologies occupy a special place, becomes relevant. Game technologies are specially organized and pedagogically verified methods that serve clear educational and educational goals.

This term does not have a single author, however, according to the German pedagogue Friedrich Froebel (1782-1852, the creator of the first kindergarten and the founder of preschool children's education), who classified play as a pedagogical phenomenon and laid down the theory of games in education, Friedrich Schiller (1759-1805) was the first to systematize play as a pedagogical phenomenon, as the founder of game technology in education.

In the world pedagogical practice, the study of the specifics and features of play activity in the process of education and upbringing was carried out by L. S. Vygotsky, G. P. Shchedrovitsky, D. B. Elkonin and others, who, in turn, recognized "the game technology used in the educational process as extremely effective, universal, easily reproducible, suitable for any academic discipline and the solution of almost all educational and developmental tasks." According to these authors, the use of game technologies in education as a way of training highly qualified specialists makes it possible to promote the formation of the necessary personal competencies of young people.

Game technologies have a significant educational potential, as they allow you to integrate elements of the educational and educational process, activate cognitive activity, form team interaction and discipline, and contribute to the development of leadership qualities. The use of the game in the process of military-patriotic education of students of military secondary educational institutions allows not only to consolidate knowledge about military service and national traditions, but also to develop the emotional and volitional sphere, to form the experience of making responsible decisions in conditions close to real events. [1]

The history of pedagogical thought and practice in Uzbekistan testifies to the rich traditions of military-patriotic education. The folk epic "Alpomish", the images of such historical figures as Amir Temur and Jaloliddin Manguberdi, have always served as a source of courage, strength of spirit and loyalty to the Motherland, some of which are still used today, and contribute to the development of discipline, organization and team interaction in students. [2]

Modern domestic researchers such as N. Khamraev, A. Burkhanov, K. Zainullin, M. Ruzibaev, Sh. Rakhmatov emphasize that military-patriotic education should be focused not only on the transfer of knowledge and skills, but also on the development of personal qualities: responsibility, leadership, teamwork. In this

context, game technologies are becoming an important tool that allows you to combine educational goals with the active activity of students.

The formation of patriotism in the younger generation is a strategic task of the national educational policy of the Republic of Uzbekistan. In the context of global challenges and socio-economic transformations, the state pays special attention to educating young people in the spirit of devotion to the Motherland, strengthening moral values and developing civic responsibility.

The achievement of these goals is facilitated by game methods - they open up wide opportunities for modeling situations close to the conditions of real military service. In particular, role-playing games, as an element of game technologies, teach to make decisions in extreme circumstances, quests and interactive tasks stimulate cognitive activity and teamwork, and military sports games develop physical endurance and a sense of responsibility for the team. In the context of digitalization, computer simulations and training platforms have significant potential to combine the teaching of history, security and military affairs with interactive activities.

A feature of the introduction of game technologies into the education system of Uzbekistan is the need to adapt them to national cultural and spiritual values. Collective forms of work, focused on cooperation and mutual assistance, correspond to the traditions of Uzbek society and the institution of mahalla. The use of game forms associated with historical plots and national symbols contributes to a deeper assimilation of patriotic values. [3]

Thus, game technologies in military-patriotic education perform a double function: on the one hand, they increase the motivation of students, making the educational process more exciting and dynamic; on the other hand, they form stable values necessary to prepare young people to serve the Motherland. [4]

Taking into account the above, analyzing the materials of many available sources, it can be firmly established that the role of game technologies in the modern military-patriotic education of young people can hardly be overestimated. Game technologies as a set of methods and examples of the organized educational process accumulate such independent aspects as:

Motivation and involvement (games form positive motivation and help to concentrate intellectual efforts for in-depth assimilation of materials);

Development of cognitive skills (stimulation of attention, memory and general mental development, the ability to perceive information of various modalities);

Development of communication skills (active training of speech skills, foster a sense of teamwork, mutual understanding and cooperation);

Proximity to real conditions (allows you to simulate situations as close as possible to real conditions, making the educational process more practice-oriented);

Didactic functions (the ability of tools, methods of game technologies to perform educational, developmental and educational tasks, as well as to contribute to mental and personal development);

Expanding the level of worldview. [5]

The above list of aspects may not be complete, but it fully allows us to talk about the transcendental experience of the formation of abstract quantities into quite real things. For example, they are able to transform the concepts of "patriotism", "duty", "Motherland" into personal, lived experience.

At the same time, game technologies, in particular the role-playing approach (reconstructions, "living history") and simulations allow a teenager to "try on" the role of a defender of the Fatherland not in the future, but here and now. Feeling responsible for his comrades in the game, he forms not just knowledge, but a personal, emotional attitude to history and his role in the country. This experience creates a much deeper connection than any story. [6]

The development of practical skills and competencies of young people today is considered as one of the key areas of education and upbringing, since the success of a future specialist and citizen depends on the level of their formation. Unlike traditional methods, where the student is more of a listener, the game involves young people in active action, encouraging them to independently look for solutions, interact with other participants and apply the knowledge gained in practice. [7]

The use of game technologies helps to form a wide range of practical skills. For example, role-playing games in student classrooms allow you to develop communication skills: participants learn to competently express their thoughts, argue their position and find compromises. In a business game situation, when a group of students simulates an organizational meeting or discusses a project, you can observe how some take on leadership functions, distribute tasks, and others

learn to work in a team and make joint decisions. Such exercises form not only managerial and organizational skills, but also the ability to critically evaluate the proposed ideas, offer their own options and defend them. [8]

Game technologies are of particular importance in preparation for professional activity. Thus, the use of game technology such as the simulation game "Zarnitsa" among students of military educational institutions contributes to instilling in them the necessary patterns of behavior used in extreme situations. Mistakes in this case do not pose a threat to the health and life of the serviceman, but allow the student to reflect on his actions and correct them. Similarly, in the field of economics or law, case games are used, where students analyze conditional situations, look for ways out of crises or solve legal problems. This brings training closer to the real conditions of the future profession. [9]

In addition to practical skills, games contribute to the development of competencies that are in demand in modern society. In the course of group tasks, social competencies are formed: the ability to negotiate, take into account the interests of others and work for a common result. Many digital educational games require the search and analysis of information, which develops information literacy and critical thinking. In the context of digitalization, the skills of working with computer platforms and applications, which young people master in the form of a game, are becoming especially valuable. In addition, participation in games is associated with overcoming difficulties and emotional stress. For example, in team quests, when a limited time is allotted for completing the task, participants learn to maintain self-control, make decisions in a stressful situation, and show perseverance.

Taking into account the above, it can be concluded that in the military-patriotic education of young people, game technologies transform a passive listener into an active participant. They allow you not to talk about duty and patriotism, but to give you the opportunity to feel them through personal experience, responsibility and action. This is the most effective way to educate not just a theorist, but a person who is consciously ready to defend his Fatherland, morally and physically.

Thus, the development of practical skills and competencies through game technologies is becoming one of the most effective ways to prepare young people for future professional and social activities. The game allows you to combine learning with real practice, to make the process of learning lively and motivating. In the context of rapid changes, it is these methods that help to bring up active,

competent and responsible citizens who are ready for self-development and successful self-realization.

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