To The Question about the Functions of the Game in the Educational Process

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Abstract: the article considers game technologies as a mean of activating the cognitive activity of students and implementing an activity-based approach in education. The significance of this point is due to the truth that as of now the diversion is broadly utilized in people instructional method, specifically, in preschool and extracurricular teach. The reason of the article is to appear the most capacities of gaming innovation its features.

Key words: amusement innovations, academic diversion, cognitive action, action approach, instructive process.

Since old times individuals have utilized the diversion as one of the ways to memorize and exchange information and encounter from more seasoned eras to more youthful ones. As of now, the amusement is broadly utilized in society instructional method, to be specific, in preschool and extracurricular teach. In present day schools, making a difference to enact the instructive handle, play exercises are used:

➢ as an free innovation for acing a concept, subject, or indeed an instructive area:

➢ as an element of the general technology;

➢ as part of the lesson;

➢ as a technology of extracurricular work.

K.Selevko characterizes the concept of "game innovation" as "a sort of action in circumstances that are pointed at reproducing and acclimatizing social involvement, in which self-management of behavior moved forward and shaped" [5p,124]. The concept of "game pedagogical technologies" includes a fairly extensive set of techniques and methods that can organize the pedagogical process in the form of various educational games. The pedagogical game differs from the usual games in that it includes a clearly defined learning goal and the corresponding pedagogical result, characterized by an educational and cognitive orientation. The game form of classes is created in the classroom with the help of game techniques and situations that act as a means of stimulating and encouraging learning activities.

The psychological aspects of gaming activity are based on the fundamental needs of the individual for self-realization, self-expression, self-regulation, self-affirmation and self-division. As is known, the ability to join the game is not related to the age of a person, however, at every age the game has its own features.

According to D. B. Elkonin, each age period has its own leading activity, in each of which certain mental processes appear and form neoplasm. For preschool children, the game is the main activity. All subsequent pre-school age periods with their leading types of activity (junior school age-educational activities, middle school – socially useful, senior school age – educational and professional activities) do not exclude the game, but continue to include it in the processes of development of children. The optimal combination of the game with other forms of the educational process leads to difficulties for teachers [6, p. 102].

The game is good because it combines commitment and commitment, rationality and emotionality, tension and entertainment, reality and mysticism, personal interest and collective responsibility. When playing, the child acts according to personal attitudes and motives, and this is the pedagogical value of the game.

The main feature of the game activity is its twofold news: on the one hand – the playing child performs a real activity solves a specific task, and on the other hand, a number of moments of activity are conditional in nature, which allows you to abstract from the real situation.

You can also highlight other features of the game:

➢ entertaining;

➢ collectivity;

➢ problems;

➢ activity of participants;

➢ creative character;

➢ emotional coloring.

During the lesson, the implementation of game techniques is carried out in the

following main directions:

➢ setting a didactic goal for students in the form of a game task;

➢ subordination of educational activities to the rules of the game;

➢ the introduction of the competition element, which translates the didactic task into a game one;

➢ the successful completion of the didactic task is associated with the game result.

The role and place of game technologies in the educational process, as well as the combination of various elements of the game and learning in many ways they depend on the teachers ' understanding of the functions of pedagogical games.

Here are examples of the most important functions of the game.

1. The socio-cultural purpose of the game. The game acts as a means of socialization of a child, which includes socially controlled processes of their purposeful impact on the formation of personality, the assimilation of norms, knowledge and spiritual values that are inherent in society or a group of peers, as well as spontaneous processes that affect the formation of a person.

2. The function of interethnic communication. I. Kant argued that humanity is itself sociability.

3. The games are national and at the same time international, international, universal. With the help of the game, it is possible to simulate different situations of life, to look for a way out of conflicts, avoiding aggressiveness.

4. The function of self-realization of a person in the game. This function of the game is considered one of the main ones. In the game, a person can realize himself as a person. It is in this regard that the very process of the game is very important, and not its result, competitiveness or achievement for any purpose. The game process is a space for self-actualization.

5. The communicative function of the game. The game is a real communicative activity. It introduces the student to the real situation of human relations. Any gaming society – this is a team that acts in relation to each player as an organization and a communicative beginning, which has a huge number of communicative connections.

6. Diagnostic function of the game. The game is more diagnostic than any other human activity. The student behaves in the game at the maximum, showing your intelligence and creativity. The game itself is a special "field of self-expression".

7. The game therapy functions of the game. In his work, D. B. Elkonin assessed the therapeutic value of game techniques and concluded that the effect of game therapy is determined by the practice of new social relationships that a child receives in a role-playing game. It is the practice of new real relationships, in which role-playing puts the child both with adults and with peers, in relations of freedom and cooperation instead of relations of coercion and aggression, that leads to eventually to a therapeutic effect.

In the modern methodology, there are a huge number of classifications of games. Games are distinguished by the type of tasks, by goals and content, by the time of holding and their duration, by the level of complexity, etc. Also, the games are divided into:

➢ language (phonetic, lexical, grammatical);

➢ speech skills (listening, reading and writing).

With the help of language games, students consolidate grammatical material, practice vocabulary and pronunciation.

Speech games allow you to apply the practical use of language material. For example, in the classroom, students can simulate situations of negotiations, communication by phone, and, thus, use the acquired knowledge in various life situations.

Many teachers strive to build all the lessons in the form of a game. However, this is possible only when teaching young children aged 3-6 years, because they will learn new words and expressions faster if the presentation of the material is formed in the form of an exciting action. With senior students it is recommended to introduce an element of the game into the lesson, alternating with other techniques.

Thus, game technologies play an important role in the educational process. The game not only activates the activity of students and reveals cognitive interest, but also trains memory, helps to develop speech skills and skills; stimulates mental activity, develops attention and cognitive interest in the subject. The game is considered one of the methods of overcoming the passivity of students.

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