



## DISTINCTIVE FEATURES OF THE USE OF WORKING IMITATION GAMES IN EDUCATIONAL PROCESSES

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**Annotation** This article provides information about the character, structural structure, types, and characteristics of workable imitation games. The possibility of imitative games of a working nature reflecting real reality has been analysed and described in pedagogical and methodical terms. Projects for modelling workable imitation games have also been provided.

**Key words:** students, teacher, imitation, work games, historical reality, historical person, educational process, modelling, game activity, research.

Within the framework of the concept of working imitation games, the professional, economic, and political relations of people and the decisions they make in the process of activity are understood. Professional, managerial, economic, and socio-psychological processes are modelled in business imitation games. Accordingly, the participants in the game process are required to create a chain of decisions in order to achieve a guaranteed result, which is the dynamic nature of this process. Imitation games of a working nature embody the following concepts in themselves: game, model, imitation activity [1, 20-b]. They share a relationship with one another. In any imitation game that dies with a working character, situations that reflect the real work activities of humans are imitated. Imitation (lot. imitatio-imitation): 1) Imitation of something, meaning metaphor [2, 76-b], is understood to present historical reality to students through the medium of games in the educational process.

These games will have the following components that distinguish them from other technologies: such games are formed from the first turn of the script that describes the process, as well as blocks of components. Decisions of a correct and unsightly nature are expressed in them. Participants in the game process will realise to what extent the effect on them will affect the solution of events from their perspective. Imitative games of a working character have their own manifestations. There are a number of types of games for a working character, according to the purpose of the direction.

1. Games that imitate production processes In such imitation games, the goal is to find solutions dedicated to production problems. They can also include games that represent the labour processes of the past. Such games are modelled on historical evidence and plaques from works of fiction.
2. In research games, research processes are imitated. On the basis of evidence and episodes from Chunonchi and Oybek's "Christmas", it is possible to imitate the research processes of scientists in the past. At the end of such matches, the solutions to the results are predicted.
3. The third series will be devoted to determining the level of competence of a specialist whose gaming activity is being imitated. There is an opportunity to effectively use such games in history

lessons.

4.

Didactic educational games. These games serve to develop the reproductive, creative, pedagogical, and psychological thinking of students. Alternatively, it ensures the formation of professional, communicative knowledge, skills, and qualifications in them. Through the use of such games in history lessons, students can form an interest in the Muay Thai profession.

5. Fast games. Completing special assignments for students, including writing reviews, fulfilling the role of a teacher, and engaging in interaction with students in the role of a teacher, implemented in the past, serves to form the skills of the student regarding teacher communication. y use such games in history lessons.

6. Role-playing imitation games.

The process of performing the tasks and duties of a particular person is embodied in the eyes of readers. For example, it serves to embody historical figures, such as kings and captains, in the eyes of readers. Jalaliddin Manguberdi, Amir Temur, and Muhammad Zahiddin may be featured as Babur. The functions that the characters perform are modelled on their behaviour, thoughts, historical sources, and works of fiction of a historical nature. Using the staging method, teachers switch people to specific situations in order to embody historical processes of a natural nature in the eyes of students. In the process, historical figures perform behaviours that are characteristic of their professional ositions. As a result, readers will have clear visions of the positions, duties, and responsibilities occupied by historical figures. They embody coloridi in front of the eyes. Imitation games of a working nature have their own pedagogical and methodological description. As a key sign of business games, it can be shown that they are interactive educational technologies. (B.Sa ' dullaev) this is reflected in: a) modeling the processes of management and professional activity; b) The Imitation of roles among Game participants; C) the use of various role-playing goals in the development of solutions; g) the manifestation of interpersonal relationships and cooperation among subjects performing certain roles; d) the process of play the presence of a common goal in all subjects; ye) work as a team on the decisions made by the participants of the game process from tmoni; yo) make decisions in the game process; j) work on many alternative options for solutions; z) the presence of controlled hiss pressures; i) the presence of an opportunity to analyze and evaluate the The creation of conditions for the implementation of actions to stimulate and punish the workers of the game process. Attention is paid to a number of cases in which imitative games of a working nature have the opportunity to reflect on real reality, and the methodology of their use is considered. Scientific sources and analysis of imitative gaming processes of a business nature indicate that in the process of teaching and developing students, the demand for taking into account all its positive aspects when using imitative games of a working nature remains. Including,

1. Participation in working game processes promotes educational effectiveness by modelling all the problems under study and providing students with the most necessary knowledge from game processes, increasing students' interest in the educational process and the educational topic.

2. In the process of working games, students receive and absorb as much information as possible. The main situation that is recognised in this is that students have specific decision-making skills.

3. The motivation of students to acquire new knowledge and to gain knowledge about historical evidence has developed.

4.

Working games expand the opportunities for students who are participants in the process to make adjustments and assess their learning activities and behavior.

5. Working games promote the manifestation of objectivity and perseverance in the self-assessment of students who have a high level of mastery, increasing confidence, and perseverance in students with low self-confidence.

6. The

experiences accumulated by students in the process of working games form the basis for the formation of a skill for assessing objective reality as accurately as possible.

7. In the process of working games, the professional, analytical, reflexive, creative thinking, and communicative competencies of students develop. He, in turn, forms the basis for the formation of historical thought in readers.

8. The skill of systematically finding solutions to the problems posed in the process of working games is formed, and the capacity for a full-fledged perception of historical reality is formed.

9. As a result of the organisation of working games with a goal orientation, the system of motives develops, and the possibilities of students' perception of historical processes expand.

Workable games also have a hypocritical character, like any imitation game. The structural structure and technology of these games have the opportunity to activate and actualize the educational motives of students, and the motives for striving for professional, game, and personal development can be included in the ranks of such motives. Accordingly, in games of a working nature, along with the goal of studying the social experience of the people, a pedagogical goal is also set. While the study of the social experience of people is the main goal of history lessons, the pedagogical goal embodies the main parameters of the prognostic model of teaching. This model will take the following forms: mastering collaborative strategies, mastering verbalization skills, learning the emotional state, and experiencing the experiences of its interlocutor, among others. The stage of games of a working nature, aimed at the development of research skills in students, requires a clear representation of imitated processes and an approach to them from the perspectives of students. In this case, it is necessary to take into account the opinions of various districts of the participants in the gaming process to ensure creative approaches to the solution of the problems posed to students, to form in them the skills to engage in controversy, and to teach them to substantiate their opinions with the necessary evidence. In imitative games of a working character, along with educational goals, I should be able to accurately formulate both developmental and educational goals. A developing goal that is implied in the process of implementing such games is: mastering the experience of entering into working communication; mastery of social norms of working communication; formation of the skill of using methods for applying innovations; formation of an individual communicative style; development of the skills to adopt collective solutions in the context of a joint effective interpersonal relationship and cooperation. Modelling workable games of an imitative nature requires a specific pedagogical skill in teachers. Because in order to model imitation games of a working nature, it is necessary to work deeply and in detail on their content. This model embodies the following components:

1. Sources of workable games The basis of working games is social, economic, political, legal, and historical processes. The main direction and description of this model and the conditions of its functioning should be described pedagogically and methodically. The materials of imitation game processes are selected based on the results of the study, and social processes should be embodied in descriptions of professional activities, sources representing historical realism, and scientific works.

2. The scenario of imitation games of a working character, as well as their components, is required to embody in itself an extended statement of the working game, cover the stages of the implementation of the game, and include questions related to the management of the game process. The script also provides for the inclusion of these instructions, references, drawings, and other auxiliary materials in cases where it is necessary to outline the instructions on how the organisers, participants, and experts of the game process will move.

3. Experts carry out actions related to the assessment of the results of the game. Therefore, the composition of the rules of the game also includes drawings, tables, and leaflets that represent the mechanisms for evaluating its results.

4. Auxiliary materials that ensure an effective course of gameplay should also be reflected in the composition of the model.

Various heuristic tasks, keys-stadia, tests, various questions, and exercises that are presented with the scope of various goals are included in the order of these materials.

**List of used literature :**

1. Kurbatova O.V., Krasnoperova L.B., Soldatenko S.A. Aktivnie method obuchenia: rekomendasii po razrabotke i primeneniyu. Metallplotshadka, 2017, 5
2. Pedagogy: encyclopedia, Volume II, compilers: community, Tashkent, 2015.