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**CONFERENCE ARTICLE**

**DIDACTIC OPPORTUNITIES FOR MODERNIZING THE MECHANISMS OF DEVELOPING  
PROFESSIONAL COMPETENCIES OF FUTURE PRESCHOOL EDUCATION TEACHERS BASED ON  
GAMIFICATION TECHNOLOGY**

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**ABSTRACT**

This article analyzes the didactic opportunities for using gamification technology in the process of forming and developing the professional competencies of future preschool education teachers from scientific-theoretical and practical perspectives. In modernizing the educational process in accordance with the requirements of the competency-based approach, the integration of such components as motivation, activity orientation, reflection, assessment and cooperation on the basis of game mechanisms is explained as the main methodological solution. The article highlights the directions for modernizing the mechanisms of developing professional competencies through gamification, its didactic conditions and forms of practical implementation, such as mission, level, role situation, case, mini-project, rating and incentive model. The results of the study substantiate that a gamified educational environment is an effective didactic resource for the gradual development of future teachers' methodological, communicative, psychological, creative and reflective competencies.

**Keywords:** Gamification, preschool education, future teacher, professional competence, modernization, didactic opportunity, motivation, reflection, interactive methods, methodological mechanism.

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**INTRODUCTION**

Today, the issue of high-quality professional training of future teachers in the preschool education system is emerging not only as an internal need of education, but also as one of the strategic tasks of social development. This is because the preschool age period is the foundational stage of personality development, and it is precisely during this period that the formation of children's socially active behavior, communicative experience, emotional stability and cognitive processes accelerates. The effectiveness of these processes is directly related to the level of development of the teacher's professional competencies. Therefore, the need to renew the mechanisms for developing the competencies of future teachers and to modernize them on the basis of modern educational technologies is increasing.

Practical observations show that traditional forms of teaching often do not sufficiently activate students' thinking related to professional activity, their ability to make independent decisions and their reflective analysis. As a result, although future teachers possess theoretical knowledge, they face certain difficulties in applying competencies appropriate to real professional situations in practice. In such conditions, it is necessary to organize the educational process on the basis of mechanisms that are activity-oriented, motivationally strong and encourage personal responsibility. In solving this task, gamification technology is recognized as a methodical solution with effective didactic opportunities.

The educational essence of gamification technology is not limited to adding game elements merely as an "interesting decoration"; rather, it is interpreted as a systematic didactic approach that serves purposeful modeling of the educational process, encouragement of active participation and gradual formation of competencies. In Deterding's scientific approach, gamification is explained as a mechanism for creating "gamefulness," that is, a game-like psychological state, in learners' activity through the

use of game design elements in a non-game environment. Based on this view, the application of such game mechanisms as points, missions, ratings, levels and incentives in the process of training future teachers not only actively involves students in the educational process, but also increases their professional responsibility.

Kapp substantiates gamification as a methodological technology that makes it possible to generate deep knowledge and strengthen skills appropriate to real activity through the use of game thinking and mechanics in the teaching and learning process. Especially for future teachers, organizing "situational tasks," "cases," "role-playing games" and "professional missions" on the basis of game principles helps to develop methodological competence. This is because, in this form, the student not only learns, but also analyzes a professional situation, searches for a solution to a problem and gains experience in decision-making.

According to the approach put forward by Werbach and Hunter, the effectiveness of gamification is determined by the "dynamics-mechanics-components" system in its internal structure. This system ensures the identification of the goal, strategic management of the process and monitoring of the result in the educational process. Therefore, in developing the professional competencies of future teachers, a gamified educational environment systematizes the process and directs it toward effectiveness through such mechanisms as a "progress map," "competence indicators" and "level-based assessment."

In this process, the motivational component of educational activity acquires special importance. According to the Self-Determination Theory developed by Deci and Ryan, a person's internal motivation increases when the needs for feeling competence, autonomy and social relatedness are satisfied. Gamification didactically activates precisely these three factors: the student tests their own abilities (competence), performs the

task on the basis of choice (autonomy), and works in cooperation (relatedness). Therefore, the methodologically grounded application of game mechanisms strengthens future teachers' internal need for professional growth.

The importance of situational modeling in training preschool education teachers is also extremely high. In this regard, Gee evaluates games as a powerful educational tool and substantiates that the game environment performs the function of a "cognitive laboratory" that encourages the individual to solve real problems. This scientific view confirms that in the process of training future teachers, through the gamification of pedagogical situations, it is possible to develop such competencies as professional thinking, analysis of a problem situation, pedagogical decision-making and reflective analysis.

Based on these scientific approaches, modernizing the mechanisms of developing professional competencies on the basis of gamification technology creates the following didactic opportunities: firstly, students' participation and motivation in the educational process increase significantly; secondly, methodological preparation is formed in conditions close to professional situations; thirdly, the assessment process acquires a transparent and encouraging character; fourthly, mechanisms of reflection and self-analysis are strengthened; fifthly, a creative approach and innovative thinking are activated. Thus, gamification, as a modern didactic resource of the pedagogical process, performs the function of an effective methodological platform serving the consistent development of the professional competencies of future preschool education teachers.

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