Features of creation and use of electronic didactic games in the process of training bachelors in the specialty «Vocational Education»

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Abstract
The article is devoted to the problem of electronic didactic games creating and using in the process of training bachelors majoring in «Vocational Education» in higher education institutions. The Professional standard «Teacher of vocational training» and the Standard of Higher Education of Ukraine of the

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The aim of the study is to reveal the features of the creation and use of electronic didactic games in the process of training bachelors majoring in «Vocational Education». Methods. The research methods used by the author are the analysis of concepts and scientific sources, government documents, modelling, synthesis and generalization of the obtained data. Results. It was found that the general competencies, job functions and vocational competencies (by work action or group of work actions) of the professional standard were clearly correlated with the general and vocational competencies of the Standard of Higher Education. It is proved that the acquisition of competencies provided by the first (bachelor’s) level, field of knowledge 01 «Education / Pedagogy», specialty 015 «Vocational education (by specialization)», which meet the Standard of Higher Education, will enable graduates to perform the relevant job functions of vocational education teacher in vocational education institutions. It is argued that, in connection with the digitalization, gamification and distancing of education, it is important to form the «Vocational Education» seeker’s ability to use modern information technologies and integrate them into the educational environment. It is noted that the special attention in the forming of the vocational education future teachers’ ability to use modern information technologies and integrate them into educational environments should be paid to students’ ability to use electronic didactic games in the educational process. It is stated that the ability to create and use electronic didactic games, interactive exercises correspond to the methodological and creative level of the formed ability of vocational education future teachers’ to use modern information technologies and integrate them into the educational environment. The list of the most effective, according to the author’s opinion, modern web services for the electronic didactic games creation is given; the electronic didactic games

developed by students in the course of the discipline «Creative learning technologies» are presented. It is noted that the game is a relevant and effective curricular and extracurricular form in the education system. The content of the concepts «didactic game» and «electronic didactic game» is considered. **Conclusions.** It is proved that the use of electronic didactic games in the educational process can purposefully develop critical thinking and flexibility, the ability to analyse, compare, classify, systematize, structure, generalize etc.

**Keywords:** didactic game, electronic didactic game, vocational education, teacher of vocational education, professional standard, standard of higher education.

**References**


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Introduction

The digitization of modern society, forced education distancing requires a revision of didactic forms and methods, especially in higher education institutions (HEI). The modern education seeker is already well acquainted with IT, SMART, STEAM-technologies and their innovations, so it is extremely difficult to keep the attention and interest of such a student. The teacher has to follow the current trends in the IT field, modernize them according to educational needs and implement them in the process of teaching disciplines. Electronic didactic games have proved themselves positively in the practice of higher and vocational (vocational and technical) education.
It is traditionally believed that a game is the leading type of preschool children activity. However, having analyzed a number of researchers’ works and taking into account the author’s own pedagogical experience, we believe that one of the effective tools for the formation of education seekers’ study motivation is the use of game technology, because the gamification of various spheres of human life, especially in adolescence, is an integral part of modern life.

Game, as a kind of activity of the individual, has long been at the center of the study of philosophers (G. Hehel, K. Hroos, I. Ziaziun, M. Kahan, G. Spencer, etc.) and psychologists (L. Vyhotskyi, D. Elkonin, O. Zaporozhets, G. Liublinska and others). A significant contribution to the development and implementation of didactic games was made by prominent domestic teachers: A. Makarenko, V. Sukhomlynskyi and K. Ushynskyi.

The problem of introducing didactic games into the educational process is still relevant today. This is evidenced by a number of dissertation research. In particular, I. Kulish researched the didactic game as a means of activating the educational activity of university students in his thesis. In his research, I. Kulish substantiated the technology of didactic games preparation and application, its impact on the activation of students’ learning activities, and developed a technological map of didactic games (Kulish, 2001). The thesis by N. Kyrylenko is also devoted to the study of didactic games; it analyzes the features of computer didactic games usage in the educational process of pedagogical institutions of higher education, defines their role in the future teachers training, outlines approaches to classifying computer didactic games, clarifies the directions of their introduction into the educational process, and presents the model of computer didactic games using in professional training of future teachers of mathematics and computer science (Kyrylenko, 2010).

Regarding the problem of electronic didactic games use in the educational processes of higher and vocational education and
the acquisition of the seeker’s ability to develop them for future professional activities, it has not been studied enough and needs further consideration.

The aim of the study is to reveal the features of the creation and use of electronic didactic games in the process of training bachelors majoring in «Vocational Education».

Material and research methods

The research is done through the analysis of scientific sources, government documents for theoretical substantiation of the problem, modelling, synthesis and generalization of the obtained data.

Results and discussion

Obtaining higher education in the specialty 015 «Vocational Education (by specialization)», at the end of the educational program, gives the opportunity to conduct various types and kinds of classes (theory and practice) in institutions of vocational (vocational and technical) and professional pre-higher education (vocational schools, colleges and technical schools), in employment services, in retraining and advanced training centers. Graduates of such EPP (Educational Professional Program) can work as a teacher of general disciplines in the complex of working professions (by specialization) in secondary and vocational schools, colleges, lyceums, club leader, master of industrial training and teacher of vocational training in the system of vocational education.

Obtaining higher education by the EPP «Vocational Education (Sphere of Service)» of the first (bachelor’s) level of higher education in specialty 015 Vocational Education (Sphere of Service) in the field of knowledge Education / Pedagogy gives graduates the opportunity to obtain the qualification: Bachelor of Vocational Education; teacher of professional training in the field of service; service specialist». The ability to develop and apply electronic didactic games is important for a future specialist who will work as a teacher of vocational training. After all, the teacher of vocational training organizes and conducts theoretical training
in general and special subjects, organizes and conducts educational (curricular, extracurricular) work, carries out organizational and methodological activities in vocational education institutions.

According to the Professional standard «Teacher of vocational training», approved by the Ministry of Economic Development, Trade and Agriculture of Ukraine Order №1182 from 20.06.2020, the teacher of vocational training should have a set of competencies, necessary for professional activity.

Training in educational programs in the specialty «Vocational Education (by specialization)» gives a seeker the opportunity to prepare for the role of teacher of vocational training in vocational (vocational and technical) education institutions. General and professional competencies of the Standard of Higher Education of Ukraine of the first (bachelor’s) level, field of knowledge 01 «Education / Pedagogy», specialty 015 «Vocational education (by specializations)», approved and put into effect by order of the Ministry of Education and Science of Ukraine № 1460 from 21.11.2019, are clearly correlated with the standard «Teacher of Vocational Training». Table 1 shows the analysis of the correlation of general competencies of the mentioned Standards (Professional Standard, 2020; Standard of Higher Education, 2019).

<table>
<thead>
<tr>
<th>Professional standard «Teacher of vocational training», approved by the order of the Ministry of Economic Development, Trade and Agriculture of Ukraine №1182 from 20.06.2020</th>
<th>Standard of Higher Education of Ukraine of the first (bachelor’s) level, field of knowledge 01 «Education / Pedagogy», specialty 015 «Vocational education (by specializations)», approved and put into effect by the order of the Ministry of Education and Science of Ukraine № 1460 from 21.11.2019</th>
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<tr>
<td>General competencies</td>
<td>Ability to adapt to the conditions of the educational environment.</td>
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</table>
| Ability to solve complex specialized problems and practical problems in vocational education, which involves the use of certain theories and methods of pedagogical science and other sciences, according to specialization and is characterized by complexity and uncertainty. |”
In terms of professional competencies of the Professional standard and Standard of Higher Education, there is also a clear correspondence Professional Standard, 2020; Standard of Higher Education, 2019).

| Ability for academic and professional mobility. | C 04. Ability to communicate in a foreign language.  
| Ability to make grounded decisions.  
| C 06. Skills in the use of information and communication technologies.  
| C 08. Ability to work in a team.  |
| Ability to take personal responsibility for the results of professional decisions. | C 01. Ability to realize their rights and responsibilities as a member of society, to realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine.  
| C 02. Ability to preserve and increase moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technique and technology, use different types and forms of physical activity for active recreation and healthy living.  
| C 05. Ability to make grounded decisions.  |
| Ability to communicate within professional activities. | C 03. Ability to communicate in the state language both orally and in writing.  
| Ability to manage working time effectively. | C 07. Ability to study and master modern knowledge, the desire for professional self-improvement.  
| Ability to show leadership qualities. | C 08. Ability to work in a team.  
| Ability to perform routine professional actions in a more efficient manner. | C 05. Ability to make grounded decisions.  
| Ability to act in unusual situations. | Ability to solve complex specialized problems and practical problems in vocational education, which involves the use of certain theories and methods of pedagogical science and other sciences, according to specialization and is characterized by complexity and uncertainty.  
| Ability to work in a team. | C 08. Ability to work in a team.  
| Ability to prevent conflict situations. | Ability to solve complex specialized problems and practical problems in vocational education, which involves the use of certain theories and methods of pedagogical science and other sciences, according to specialization and is characterized by complexity and uncertainty.  
| C 08. Ability to work in a team.  
| Ability to self-develop and self-improve. | C 07. Ability to study and master modern knowledge.  
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<tr>
<th>Labour functions</th>
<th>Professional competencies (by labour action or group of labour actions)</th>
<th>Professional competencies</th>
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<tbody>
<tr>
<td>1. Planning of the educational process</td>
<td>1.1. Ability to study, analyse and apply educational, scientific, legal and other information on the planning of the educational process</td>
<td>C 12. Ability to apply educational theories and methodologies in teaching. C 22. Ability to use the basic principles, methods, principles of fundamental and applied sciences in professional activities. C 25. Ability to collect, analyse and interpret information (data) according to specialization</td>
</tr>
<tr>
<td>1.2. Ability to carry out calendar and thematic planning of the content of academic disciplines, to plan educational classes, self-study and individual work of education seekers, extracurricular work in an academic group and individual extracurricular work with students</td>
<td></td>
<td>C 14. Ability to manage educational development projects. C 17. Ability to implement learning strategies based on specific criteria for assessing academic achievement.</td>
</tr>
<tr>
<td>2. Realisation of the educational process</td>
<td>2.1. Ability to select appropriate methods, forms, tools, technologies of teaching, extracurricular work and development of students in accordance with the defined tasks and individual characteristics of students</td>
<td>C 12. Ability to apply educational theories and methodologies in teaching. C 22. Ability to use the basic principles, methods, principles of fundamental and applied sciences in professional activities.</td>
</tr>
<tr>
<td>2.2. Ability to select and structure the learning content of disciplines in accordance with the requirements of educational standards</td>
<td></td>
<td>C 20. Ability to realise professional activities in compliance according to the requirements of legislation, educational standards and internal regulations of the educational institution.</td>
</tr>
<tr>
<td>2.3. Ability to realise the vocational training of students according to individual curricula</td>
<td></td>
<td>C 15. Ability to direct students to progress and achievement.</td>
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<tr>
<td>2.4. Ability to carry out the educational process in an inclusive environment</td>
<td></td>
<td>C 21. Ability to implement effective methods of labour organization in accordance with the requirements of environmental safety, life safety and labour safety and health.</td>
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<tr>
<td>2.5. Ability to apply the latest forms, methods, techniques and teaching aids, innovative pedagogical technologies</td>
<td></td>
<td>C 12. Ability to apply educational theories and methodologies in teaching.</td>
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</table>
As you can see, the acquisition of competencies provided by EPP of the first (bachelor’s) level, field of knowledge 01 «Education / Pedagogy», specialty 015 «Vocational education (by specialization)>>, which meet the Standard of Higher Education, will enable graduates to perform relevant labour functions of the vocational training teacher in vocational and technical education establishments (VTEE).

Particular attention needs to be paid to the labour function of group №2 and the corresponding competencies such as: ability to select appropriate methods, forms, tools, technologies of teaching, extracurricular work and development of students in accordance with the defined tasks and individual characteristics of students; ability to select and structure the learning content of disciplines in accordance with the requirements of educational standards; ability to apply the latest forms, methods, techniques and teaching aids, innovative pedagogical technologies, etc. And in the current conditions of society in general, and in the period of quarantine restrictions associated with the Covid-19 pandemic in particular, an objective factor that significantly affects not only educational technology but also the content of education is the expansion of information technology into the educational field, as well as of teaching forms and methods related to their use.

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<th>Features of creation and use of electronic didactic games in the preparation of bachelors in the specialty «Vocational Education»</th>
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<tr>
<td>3. Implementation of self-educational activities</td>
<td>C 16. Ability to use modern information technologies and specialized software and integrate them into the educational environment</td>
</tr>
<tr>
<td>3.1. Ability to master innovative pedagogical experience, apply and disseminate it</td>
<td>C 07. Ability to study and master modern knowledge.</td>
</tr>
</tbody>
</table>
| 3.2. Ability to design professional self-improvement | C 07. Ability to study and master modern knowledge.  
C 15. Ability to direct students to progress and achievement. |
| 3.3. Ability to acquire additional qualifications | C 07. Ability to study and master modern knowledge. |

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Therefore, the issue of forming the future vocational training teachers’ ability to use modern information technologies, and especially the ability to integrate them into the educational environment, interact with students of VTEE to create and perform tasks of this nature, is actualised.

The ability to use modern information technologies and integrate them into the educational environment is considered as a manifestation of information and communication competence of future teachers of vocational training.

Based on the research of scientists on the problem of information and communication competence (I. Zymniaia, I. Molodozhenia, N. Kyrylenko, S. Trubacheva, etc.), the information and communication competence of future teachers of vocational training can be interpreted as an integrative, dynamic characteristic of future professionals, that determines their ability to navigate in the information space, receive information, handle it and effectively integrate and use modern information technologies in the educational environment of VTEE.

The ability of education seekers to use electronic didactic games in the educational process deserves special attention in the formation of the future vocational training teachers’ ability to use modern information technologies and integrate them into educational environments. The skill to create and apply electronic didactic games, interactive exercises corresponds to the methodological and creative level of formation of the future vocational training teachers’ ability to use modern information technologies and integrate them into the educational environment.

The concept of «game» in pedagogy and social psychology has several meanings. Firstly, the game is understood free, not forced, activity, which is a special form of self-expression of the individual, aimed at meeting the need for entertainment, reducing stress, as well as the development of certain knowledge, skills and abilities. Secondly, the game, according to the American sociologist J. Mead, is a social activity in which a child or adult,
copying others, perceives their values, attitudes and learns to play social professional roles. Yu. Surmin and N. Tulienkov distinguish the set of game functions and show the purpose of gaming in modern society (Table 3) (Turkot, 2011).

**Table 3**

<table>
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<th>Function</th>
<th>Characteristics</th>
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<tr>
<td>Cognitive</td>
<td>Persons’ recognition of the surrounding world and their abilities by the help of the game</td>
</tr>
<tr>
<td>Socializing</td>
<td>Formation of the necessary properties and qualities of personality in the process of the game</td>
</tr>
<tr>
<td>Training</td>
<td>Training of skills (communicative, professional, cognitive, etc.)</td>
</tr>
<tr>
<td>Communicative</td>
<td>Game is an important means of communication and interaction of individuals</td>
</tr>
<tr>
<td>Entertaining</td>
<td>Development of emotions, feelings, restoration of human vitality</td>
</tr>
<tr>
<td>Status-role</td>
<td>Play is an important means of achieving a certain social status and fulfilling its corresponding social role</td>
</tr>
<tr>
<td>Controlling</td>
<td>Checking the level of development of personality traits, acquired knowledge, skills and abilities</td>
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</table>

Didactic games were first developed for school education by F. Froebel and M. Montessori, and for primary school by O. Decrolli in the early twentieth century. In the middle of the last century, didactic games began to be used in domestic pedagogical practice, first only in primary school, and later in both middle and high school. A feature of didactic games is the combination of a conditional game plan for students with its educational focus. Limited in time, everyone follows certain rules. A. Makarenko and others believed that the didactic game is not only useful but also necessary for use in educational activities. The game provides an opportunity to present educational material in a completely new form. This lesson is unlike ordinary learning: there is a fantasy, an independent search for answers, and a new look at already known facts and phenomena, replenishment and expansion of knowledge, establishing connections, similarities and differences between individual objects, phenomena and events. With age, the need for
the game does not disappear, only the nature changes and the time to complete game tasks decreases (Makarenko, 1998).

As we can see, there are many scientific works that prove that game activities are the leading activities of preschool and, in part, school children, and the leading activities in the student years are learning and, in part, practical activities. However, experience shows that the use of game methods in working with students enhances their cognitive and creative activities (Basiuk & Dobroso kok, 2017; Kyrylenko, 2010; Kulish, 2001).

In a higher education institution it is advisable to use didactic game (the purposeful organization of educational-game interaction of a teacher and a student in the process of modelling the holistic structure of professional activity of the future specialist) as a means of intensifying the learning process.

The essence of the didactic game is the relationship of simulation modelling and role behaviour of game participants in the process of solving typical and creative, professional and educational tasks of a sufficiently high level of problem. The game reveals the personal potential of the student, because each participant can demonstrate and analyse their own capabilities, comparing them with the actions of other participants in the game. Transformation of students’ personal traits takes place at all levels of preparation and realization of the game, because they need to «get used» to the role of a specialist, whose role they will perform.

A didactic game can be considered as a technology of group psychotherapy, because, with proper organization of the group atmosphere, cooperation and support have a positive effect on each participant. Education seekers learn to overcome psychological, communicative barriers, improve personal qualities. The results of the didactic game largely depend on the authority of the teacher, his/her ability to establish contact with the audience and gain trust. Business and role-playing games are now widely introduced in the higher vocational school, and also electronic didactic games because of the partial transition to distance learning.
An electronic didactic game is an interactive exercise, created with the help of ICT and Internet resources, which activate the process of learning and tests the knowledge creatively.

Future teachers of vocational training, who receive education in HEI in the EPP «Vocational Education (Sphere of Service)», learn to create electronic didactic games in the process of studying the educational component «Creative Learning Technologies», including the theme «Implementation of e-learning elements to form a creative personality» and activity in the scientific problem group «Development of the HEI students’ creativity».

The online resources Wordwall and LearningApps.org are used to create electronic didactic games and interactive exercises.

Wordwall and LearningApps.org are multifunctional tools for creating both interactive and printed materials. These are Web 2.0 applications for supporting educational processes in educational institutions of various types, the designers for the development of interactive tasks on various disciplines for using in curricular and extracurricular activities.

Wordwall allows you to create a variety of didactic online games, including: game quizzes, random wheel, inverted tiles, chase the maze, random cards, matching pairs, true or false, missing word, word search, match, and more. There is a library of ready-made games which can be edited according to your own needs. The games can be placed on websites and blogs. The developers are English scientists. It has also the Ukrainian-language interface. The registration required.

LearningApps.org is a service to support learning and teaching processes with the help of small interactive modules. These modules can be used directly as learning resources or for self-study work. The aim of the work is to create a free access library of independent blocks suitable for reuse and modification. The blocks are not included in any specific scenarios or programs, so they are not considered as holistic lessons or tasks, but can be
used in any relevant methodological scenario. With the help of LearningApps.org it is possible to develop interactive tasks that include: finding the right pair, classification, ordering, filling in the blanks, setting the sequence, online games and more. Among the features of the LearningApps.org service are the following: the speed of creating an interactive; possibility to add photo and video content; instant verification of the correctness of the task; the ability to embed tasks on sites, blogs; possibility to exchange interactive tasks; availability of additional tools for collaboration (voting, chat, calendar, notes, and announcement board), etc. In addition, LearningApps.org provides the ability to obtain code to place interactive tasks on the pages of websites or blogs of teachers and education seekers. The developer is Center for IT Resources (Zentrum für Bildungsinformatik) from the Pedagogical College of Bern in partnership with the German universities of Mainz and Zittau. It has simple and accessible interface (Ukrainian is on the list of interface languages). The service supports Cyrillic.

Most templates are available in both online and print versions. The advantage of these resources is the Ukrainian version of the sites. The exercises are created using templates. These templates include familiar classic formats such as quiz and crossword puzzles, as well as arcade games such as maze chase and airplane, and a class (group) management tool such as a seating plan.

To create a new exercise, you must select a template and add content. Wordwall provides access to the following templates (Fig. 1):

- equivalents;
- quizzes;
- random cards;
- open the window;
- random wheel;
- missing word;
- anagram;
– sorting by groups;
– put things in order;
– chart with labels;
– word search, crossword puzzles, etc.

Figure 1. Template of didactic games on the portal Wordwall

The access to the similar templates is also given by LearningApps.org (Fig. 2).
During the preparation for the practical lesson on «Implementation of e-learning elements for the formation of creative personality» students are given the task to develop didactic games on the topics of the discipline, using the services offered, and demonstrate them at the lesson. Some didactic games
developed by students of the discipline «Creative Learning Technologies» are available at the following links:

https://learningapps.org/watch?v=ptep6rny522,
https://learningapps.org/display?v=p3f4cqj8322,
https://learningapps.org/watch?v=pwste6od322,
https://learningapps.org/watch?v=p2t6gw7aj22.

The performing of such assignment solves several tasks at once:
- developing a didactic game, the education seeker has to repeat, analyze, summarize, structure the theoretical material on the topics of the discipline, which will positively affect the level of knowledge of the developer;
- striving to develop an original task that will be different from others, the education seeker will be creative and creative;
- the demonstration of developed tasks, especially during distance learning, will help not only to improve information and communication competence (ability to develop and demonstrate tasks remotely), but also to acquire pedagogical skills (ability to set tasks correctly, ability to guide students in the right direction, ask leading questions);
- the education seekers who will solve such tasks will have to demonstrate knowledge of previous topics, and this will allow the teacher to assess the level of mastery of the topics covered.

Conclusions

Thus, modern realities require the future vocational training teacher’s knowledge and skills in creating electronic didactic games. The author’s experience has shown that the use of such games in the educational process of HEI is undoubtedly effective; students are happy to participate in game activities and to develop interesting, creative tasks. Curiosity, interest, game passion stimulates their educational and cognitive activities, as a result of which there is the formation of sustainable learning motivation, the desire for self-development, self-improvement, self-education, creativity. In addition, during the didactic games students can purposefully develop critical and flexible thinking,
the ability to analyse, compare, classify, systematize, structure, generalize, etc.

Література


2. Інструментарій для змістового наповнення уроку з використанням технологій дистанційного та змішаного навчання. URL: https://cutt.ly/KJxqFjD.

3. Кириленко Н.М. Педагогічні умови застосування комп’ютерних дидактичних ігор у фаховій підготовці майбутніх учительів математики й інформатики : автореф. дис. … канд. пед. наук : 13.00.04. Вінниця, 2010. 23 с


Басюк Л.В.

Особливості створення та використання електронних дидактичних ігор в процесі підготовки бакалаврів зі спеціальністю «Професійна освіта»

Анотація
Статтю присвячено проблемі створення та використання електронних дидактичних ігор в процесі підготовки бакалаврів зі спеціальністю «Професійна освіта» в закладах вищої освіти. Проаналізовано професійний стандарт «Педагог професійного навчання» та Стандарт вищої освіти України першого (бакалаврського) рівня, галузі знань 01 – «Освіта / Педагогіка», спеціальність 015 – «Професійна освіта (за спеціалізаціями)». З’ясовано, що загальні компетентності, трудові функції та професійні компетентності (за трудовою дією або групою трудових дій) професійного стандарту чітко корелюються із загальними та фаховими компетентностями Стандарту вищої освіти.

Доведено, що набуття компетентностей, передбачених ОП першого (бакалаврського) рівня, галузі знань 01 – «Освіта / Педагогіка», спеціальність 015 – «Професійна освіта (за спеціалізаціями)», які відповідають Стандарту вищої освіти, надасть можливість випускникам здійснювати відповідні трудові функції педагога професійного навчання у закладах професійної освіти. Аргументовано, що в зв’язку з цифровізацією, геймифікацією та дистанціалізацією освіти набуває важливості формування у здобувачів світи за спеціальністю «Професійна освіта» здатності використовувати сучасні інформаційні технології та інтегрувати їх в освітнє середовище. Зазначено, що особливої уваги у формуванні в майбутніх педагогів професійного навчання здатності використовувати сучасні інформаційні технології та інтегрувати їх в освітнє середовище заслуговує набуття здатності здобувачами освіти застосовувати електронні дидактичні ігри в
освітньому процесі. З’ясовано, що вміння створювати та застосовувати електронні дидактичні ігри, інтерактивні вправи відповідають методологічно-творчому рівню сформованості у майбутніх педагогів професійного навчання здатності використовувати сучасні інформаційні технології та інтегрувати їх в освітнє середовище. Подано перелік найефективніших, на думку автора, сучасних вебсервісів для створення електронних дидактичних ігор, представлено електронні дидактичні ігри розроблennі здобувачами освіти в ході навчальної дисципліни «Кре ativні технології навчання». Зазначено, що гра – це актуальна й ефективна форма навчання і виховання в системі освіти. Розглянуто зміст понять «дидактична гра» та «електронна дидактична гра». Доведено, що використання в освітньому процесі електронних дидактичних ігор у здобувачів освіти можна цілеспрямовано розвивати критичність та гнучкість мислення, вміння аналізувати, порівнювати, класифікувати, систематизувати, структурувати, узагальнювати тощо.

Ключові слова: дидактична гра, електронна дидактична гра, професійна освіта, педагог професійного навчання, професійний стандарт, стандарт вищої освіти.

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Особенности создания и использования электронных дидактических игр в процессе подготовки бакалавров специальности «Профессиональное образование»

Аннотация
Статья посвящена проблеме создания и использования электронных дидактических игр в процессе подготовки бакалавров со специальностью «Профессиональное образование» в учреждениях высшего образования. Проанализированы профессиональный стандарт «Педагог профессионального обучения» и Стандарт высшего образования Украины первого (бакалаврского) уровня, области знаний 01 – «Образование / Педагогика», специальность 015 – «Профессиональное образование (по специализациям)». Установлено, что обще
компетентности, трудовые функции и профессиональные компетентности (по трудовому действию или группе трудовых действий) профессионального стандарта четко коррелируются с общими и профессиональными компетентностями Стандарта высшего образования. Аргументировано, что в связи с цифровизацией, геймификацией и дистанциализацией образования приобретает важность формирования у соискателей мира по специальности «Профессиональное образование» способности использовать современные информационные технологии и интегрировать их в образовательную среду. Представлен список наиболее эффективных, по мнению автора, современных вебсервисов для создания электронных дидактических игр, представлены электронные дидактические игры, разработанные соискателями образования в ходе учебной дисциплины «Креативные технологии обучения. Рассмотрены содержание понятий «дидактическая игра» и «электронная дидактическая игра». Доказано, что используя в образовательном процессе электронные дидактические игры у соискателей образования можно целенаправленно развивать критичность и гибкость мышления, умение анализировать, сравнивать, классифицировать, систематизировать, структурировать, обобщать и т.д.

Ключевые слова: дидактическая игра, электронная дидактическая игра, профессиональное образование, педагог профессионального обучения, профессиональный стандарт, стандарт высшего образования.