# PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS OF TRAINING SPECIALISTS

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## USE OF EDUCATIONAL-ACTIVITY ROLE GAMES IN FORMING UNIVERSAL COMPETENCIES OF FUTURE SCIENCE TEACHERS

*Abstarct*

This article considers one of the fundamental goals of the systems-activity approach to learning to be to arouse students' interest in the subject and the learning process, to develop skills for self-education and research activities, to form functional literacy and professional and universal competences. All this is possible only when learning activities are based on the principles of cooperation and differentiated learning.

Business role-play games as one of the types of system-activity approach brings its «revitalization» to the training session, helps to perform new tasks related to design, planning, reflection. It gives an opportunity to develop communicative skills of students, to work in a team, to set and solve project tasks. It is quite an effective professional method of a teacher, which is used to solve a certain range of pedagogical tasks.

Every day a teacher is faced with various situations in which he/she cannot be only an executor, but in each particular case must make independent decisions, be a creator of the educational process. Pedagogical activity always implies creativity. Among various active methods that are used in educational practice, we would like to single out a business role-play game, as it activates thinking activity and develops creative abilities of students.

Play activities help to activate students' creative and intellectual potential, to gain experience that can come in handy in life. Role-playing gives children a unique opportunity to imagine themselves in different life situations, to model their behavior depending on the role they have taken on. It brings learning closer to the real reality, requiring from the student interaction, creativity and initiative. Game accompaniment of the study of the material allows you to maintain a constant high interest in students to the content of the course, activates their independent activity, forms and strengthens the practical skills.

*Keywords:* active active learning method, business role play, universal competences, contextual learning, modular learning, pedagogical measurements, critical thinking.

**Introduction.** The modern educator is, first and foremost, a professional with a capital letter. No matter how the technology of education changes, the teacher's role in his/her spiritual influence on students does not diminish. For this reason, issues of professional training of future teachers have always been and are given increased attention.

One way to increase the interest of students of pedagogical universities in their future profession is to include in the educational process special courses of pedagogical orientation, which will help students gain pedagogical experience and a sense of self-confidence.

The main directions of improving the quality of the educational process include its intensification and optimization, involving the introduction of forms, methods and means of active learning. The requirements of intensification and optimization are fundamental in the higher education institution as well. Therefore, a great role in the educational process becomes the use of the method of modeling and analysis of pedagogical situations within the framework of business (pedagogical) games.

One of the main tasks of professional education today is the implementation of competence-based approach, which is associated with the ever-increasing requirements of the state, society and employers for training specialists, including those for the education system. This, in turn, leads to a new understanding of the

quality of professional pedagogical education, the need to find and update mechanisms for its implementation and tools to improve the educational process.

The state educational standards of higher education at different levels and areas of training, along with general professional competences, include universal competences, which are the most important element of the aggregate educational outcome of higher education. Universal competences are understood as the ability of a specialist to establish connections between the available knowledge and real life or professional situation, to make the right decision, to choose the right direction of activity, to develop an algorithm of action (Shenderei et al., 2021). Universal competences are such skills in future specialists, mastering which contributes to their implementation both in the profession, professional interaction, and other spheres, successful adaptation to constantly changing conditions, ensuring comfortable existence in society (Vaganova et al., 2021). Therefore, the formation of universal competences in the process of students' professional training is a task that is difficult to solve through traditional teaching methods alone.

**Main part.** In order to improve the training of in-demand, mobile and competitive teacher, modern active teaching methods that activate cognitive activity of students and based on their creative and critical thinking are necessary. A special place in this belongs to game methods and learning technologies. The educational game is a specific way to manage the educational and cognitive activity of a student (Numonjonov et al., 2020). One of its variants is business role-play game. Numerous studies and publications of local and foreign educators are devoted to the development and use of business rople-play games in educational activities.

A huge body of research devoted to the use of business role-play games in the professional training of specialists has been made by foreign scientists S.V. Kibakin, T.A. Novolodskaya, N.V. Zhukova, E.V. Zmievskaya, V.A. Trainev and local educators as V.K. Omarova, Z.M. Sadvakasova, B.T. Ziyabekova, Z.B. Madalieva, G.D. Urastaeva, A.K. Mynbaeva, Sh.T. Taubaeva, D.M. Jusubalaeva, Z.A. Isaeva,

etc. Pedagogical innovators have developed and formulated basic psychological and didactic principles of designing and using business role-play games in the educational process of professional educational organizations, the typology of business rople-play games, etc. In a number of works business role-play games are considered as a means of developing cognitive activity of students.

There are many definitions of the concept "business role-play game". As noted by Dufourny, Danens, A.Fito-Bertran, A.Hernandez, E.Serradel-Lopez, business role-play games are learning educational tools used in training to develop and improve professional competencies. These tools immerse learners in a virtual environment and help them acquire professional skills (Dufourny et al., 2016; Fito-Bertran et al., 2014)

According to Kibakin (2016), "collective discussion of the issues forms the participants of the game attentiveness and respect for the opinion of other participants, restraint and criticism" (Kibakin, 2016).

In connection with the above, we share the opinion on the essence of business role-play game with Novolodskaya (2011), who emphasizes that the essence of business game in terms of pedagogical science, is primarily the need to create an atmosphere of creativity, activation of thinking processes of students, their ability to respond independently to emerging topical life and other issues. In addition, a business role-play game contributes to the expansion of students' variability of thinking, because it answers the question: "what will happen if you do this...".

In the work of Akimbekova (2014), the business role-play game is presented as an active form of education and improvement of professional training of students, which combines theoretical and practical training of students into a single whole.

Verbitsky (2013), connects the use of business role-play games in the learning process with the formation of students' professional consciousness, believing that an educational business game is used to provide participants' understanding of the process simulated in the game, and through this - the formation of their professional consciousness. The business role-play game is also a tool for expanding the

boundaries of professional consciousness, as there is a new awareness of their capabilities, professional problems, means and ways to solve them, when the content of the game becomes a quasi-professional activity, including role behavior, professional positions and values, elements of institutional interaction.

Guillen-Nieto & Aleson-Carbonell (2012), said that the effectiveness of learning when using a business role-play game depends on the right balance of different aspects: learning content, duration of the game, discussion of results, understanding the educational value of the game, transfer of learned skills and intrinsic motivation.

**Research materials and methods.** In the scientific work was used a set of research methods as: analysis and synthesis, synthesis and interpretation of pedagogical, psychological and methodological literature; generalization of the experience of leading teachers, psychologists and methodologists; experimental work; modeling the educational process.

Thus, the training business role-play game is a purposeful active method of learning, which involves solving training tasks in the form of a game, where students are offered roles in accordance with the established rules. During the game they perform professional functions, imitating professional activities. With all this, an important point is simulation. Business role-play games are a form of contextual learning, which includes learning quasi-professional activities, i.e. activities as close to professional as possible, and other simulation and social learning models (Rizayeva, 2021). The purpose of such training is to form a holistic structure, mastered by students of professional activity.

Analysis of scientific research of the problem of application of business role-play games in the educational process of vocational education by different authors allows us to conclude that they all tend to the fact that:

- business role-play games cause the interest of their participants in the profound meaning of the topic under study;

- actualize the creative potential of the student's personality;

- ensure the integration of the processes of training and education, contributing to the formation of personal qualities such as discipline, commitment, responsibility, a sense of duty, the ability to work in a team; contribute to the formation of systematic and critical thinking;

- increase the effectiveness of learning in general.

In psychological and pedagogical literature there is a great variety of typologies and classifications of business role-play games. Depending on the type of activity practice recreated in the game and the purpose, there are business educational, research, management, certification games. There are also such classification features as time of games, their final result, the nature of the game process, the nature of simulated situations, etc. (Gamage et al., 2022).

Designing and conducting training sessions in the form of business role-play games is a very time-consuming activity of a teacher. It requires a deep understanding of the learning process under new conditions, using besides professional skills, also special knowledge from different areas, suggesting reference to such areas of knowledge as psychology, methodology, organization theory, management theory, information theory, activity theory, etc. (Fernández-Raga et al., 2022; Kumarbekuly & Abdimanapov, 2022).

Designing a business role-play game for its subsequent use in the educational process usually consists of three stages: the preparatory stage, the stage of the game and the final stage.

The preparatory phase is very important because the quality of preparation determines the course of the game and its results. It includes:

- formulation of the theme, goal and objectives of the game;

- determination of its structure, taking into account the goal and objectives;

- development of a scenario - a conditional representation of the situation to be played out;

- definition of the composition of participants; distribution of roles taking into account the level of students' subject preparation for the current moment in time;

- definition of the rules of the game;

- diagnostics of objective circumstances (place, conditions of the game);

- preparation of didactic support;

- development of evaluation criteria for students' activity, the main of which is the

successful application of theoretical knowledge in practice;

- preparation of a list of recommended literature for students.

The game, as usual, is preceded by lecture material. Preparatory work on the part of students consists of studying the recommended literature.

The stage of the game is a planned course of the game in accordance with the script, which does not change, but in some cases the teacher can adjust the actions of the participants, without suppressing their initiative and independence, giving them the opportunity to express and defend their point of view.

The teacher acquaints the participants with the situation, conditions and rules of the game, criteria for evaluating their activities, directs their actions, and the participants play their roles, carrying out quasi-practical professional activities.

The final stage is the stage of analysis, synthesis and evaluation. It includes a detailed analysis of the game, exchange of opinions, defense of the conclusions formulated and decisions made, a final assessment of the results of the business role-play game, evaluation of the degree of achievement of the goal of the game, analysis of mistakes in the actions of the participants, as well as their causes, that were revealed in the course of the game. The goal of the stage is to lead students to the understanding of the most effective solutions that could have been made in a particular situation.

The effectiveness of the game depends on many circumstances, in particular, on the level of subject preparation of students, the degree of their activity, experience of participation in training sessions of a similar format, the degree of preparation for a particular business role-play game, etc.

Business role-play games are a pedagogical tool and an active form of learning, which intensifies learning activities, simulating managerial, economic, psychological, pedagogical situations and makes it possible to analyze them and develop optimal actions in the future. Business role-play game is the best of the active methods of classes. Unlike other traditional methods of training, allow you to more fully reproduce the practical activity, to identify problems and

causes of their occurrence, to develop options for solving problems, evaluate each of the options for solving the problem, make a decision and determine the mechanism for its implementation.

Let's consider the experience of designing and using educational business role-playing games during the professional training of geography bachelors in pedagogical direction in the East Kazakhstan university named after Sarsen Amanzholov. Within the framework of studying the discipline "Modern means of pedagogical measurements in geography", the study purpose of the discipline is the formation of systematized skills and abilities to create and apply modern pedagogical means in the future professional activity of students. The discipline participates in the formation of a universal (UC) communication - UC 1, which belongs to the UC category «System and critical thinking» when a student is able to carry out a critical analysis of problem situations on the basis of a systemic approach to develop a strategy for action (Randles et al., 2022; Kumarbekuly et al., 2022). System thinking is characterized by a holistic perception of objects and phenomena in their interrelation, it contributes structure understanding of any system and ways of its management, teaches to integrate knowledge from different scientific fields, allows to comprehensively see and evaluate the object of its mental activity as a system with its inherent properties, relationships, patterns.

A specialist with systemic thinking is able to competently formulate goals, find optimal ways to achieve them, identify patterns of current phenomena, predict their further development, and solve emerging problems. The ability to observe, analyze, draw conclusions, evaluate observed objects and phenomena are components of critical thinking.

The main aspect of critical thinking is critical analysis, which is an action aimed at determining the reliability of the information presented, requiring analysis and evaluation, identifying advantages and disadvantages on the basis of which one develops one's own clearly reasoned position. For a modern specialist, the need to develop systematic and critical thinking is an urgent necessity.

The best option to promote the development of these qualities in students is to give them the

opportunity to be involved in quasi–professional activities with making their own decisions, justifying them, including them in a creative search, arguing their point of view within the framework of training sessions, using the means of specific academic disciplines involved in the formation of certain competencies. Based on the scientists' research in the field of gaming technologies, we believe that the most appropriate method of teaching to achieve this, is the use of educational business role-playing games in the preparation of students.

In the discipline content "Modern means of pedagogical measurements in geography" includes such a section as "Theory and practice of creating tests and test tasks in geographical education". When studying the section, students are provided with educational activities related to the design of test tasks for measuring and evaluating learning outcomes in one of the sections of any course (at the student's choice) of school geography. Students design not only author's multi-level test tasks, but also criteria for evaluating open-type tasks, instructions for students to complete tasks, forms of answers to questions, scales for converting test scores to a mark on a five-point scale, answer keys, determine the time allotted for measurements, develop a specification. At the same time, students should adhere to didactic and technological requirements for the quality of test materials created, as well as be guided by a number of principles concerning the selection of educational content intended for testing.

The implementation of these activities is preceded by lecture material, seminars, analysis and evaluation of published certified test tasks on various topics and sections of school geography courses, collections of tasks for unified school geography testing for different years. At the same time, the compilation of high-quality test measurement seems very difficult, time-consuming and not always successful kind of activity not only the student, but even an experienced teacher.

Not all the measuring devices designed by the teacher as a result can be suitable for practical use. In this regard, their expertise is a prerequisite, during which they are tested and evaluated for suitability and compliance with certain quality criteria. The examination must comply with the general methodological principles of consistency. Working in educational organizations future geography teachers implies and sometimes requires the ability not only to design measuring devices for local application, but also to conduct examination of colleagues' test materials. Therefore, in order to teach students expert skills within the framework of the formation (UC-1), the educational business role-play game «Examination of test measurements of local application» was designed, where the role of experts are students. The purpose of the game is to conduct a simplified examination of test measurements and to prepare an expert opinion on its results. When designing and further application of the game a number of principles were taken into account, such as:

- content simulation modeling of the students' professional activity;

- problematic content of the educational business game;

- collective joint activity of students in the role relation context;

- dialogue as a means of resolving educational problems;

- adoption of agreed decisions (Pászto et al., 2022).

The analysis during the game is subject to tests of the closed type of basic level which was designed by students of the group. Expert groups consisting of three people are formed to conduct the game. Each group reviews the measurement devices of one of the group's students. The main condition - the expert group does not include the developer of tasks submitted for examination. The examination is preceded by the completion of tests to be examined by each member of the expert group. At the first stage, the examination of each test item is carried out, at the second stage - examination of the test work as a whole. Each expert group is provided with expertise material, which includes a list of middle-level training requirements, a form for expert advice and recommendations. The work of the experts requires hours to determine the time spent on tasks, as well as to determine the optimal length of time allotted to tasks by their developer. Moreover, each expert receives an expert list, which describes the requirements related to

such aspects as the content of the test tasks, the validity of their formulations, the acceptability of answer options for multiple choice tasks, etc. Since students are offered a simplified version of expertise, it is necessary to give an expert assessment on a scale (compliant, partially compliant, non-compliant). In the expert list for evaluation of tasks there are a number of requirements for their content and design, namely:

- task content complies to the purpose of testing;

- task content complies to the controlled section;

- task has an acceptable degree of difficulty;

- task has a basic level of difficulty;

- task includes significant content of the tested section;

- task content complies to the modern level of science (is not controversial in science);

- tasks content complies the form of its presentation;

- task is formulated in accordance with the rules of the Kazakh/ Russian language;

- task formulation contains the optimal amount of information for the answer (lack of excess information / lack of information);

- question formulation does not lead to difficulty in understanding it;

- contains one correct answer;

- answer options are approximately the same length;

- optimal number of possible answers (4-5);

- descriptors are related to the content of the tested section;

- use of figures and diagrams (if available) is functional. The expert sheet for the evaluation of test work also contains a number of requirements, such as:

- a sufficient amount of controlled educational material is in operation;

- tasks reflect the content of the tested section in a comprehensive and balanced way;

- there are no double negatives in the formulations, the words "always", "never";

- the optimal time for performing the work has been defined (Ferrero et al., 2018; Ferrero et al., 2022; Pérez-Pérez et al., 2021).

Each member of the expert group first evaluates the submitted materials independently, identifies the tasks that partially or completely do not meet the requirements, after which the expert group is discussing, exchanging views, expressing wishes, analyze the advantages and disadvantages of the tasks, and then generalized conclusions are made.

Then, each group formulates a reasoned expert opinion on the suitability of the presented measuring materials (suitable – partially suitable – not suitable) for practical use, emphasizing tasks for testing knowledge of concepts and terms, establishing patterns, cause-and-effect relationships, which is most important when studying school geography, gives recommendations for adjusting and improving the content tasks, the wording grammaticality of the correct answers and descriptors, practicability of including diagrams, drawings, map fragments, etc. One of the experts of the group announces the final conclusion and practical recommendations.

At the final stage of the game the most important points are discussed and analyzed, the existing mistakes in the activities of experts as well as causes are identified, the positive aspects of the work of experts are noted. Students conduct self-analysis of their activities. The teacher summarizes the game, giving his/her assessment of the work of each of the experts and the expert group as a whole. For the teacher it is important to know students' opinion about the advisability of conducting classes in this format. In our opinion, this format of training sessions, being close to the real work, gives an opportunity to try themselves as a specialist, contributes to the development of skills of a certain type of professional activity, formation of skills to systematize and critically evaluate information, which reflects the content of UC-1 competence, to apply theoretical knowledge in practice (Gisewhite et al., 2021; Lane et al., 2019).

Most of the students felt that the role-playing they had played had helped them build on their teamwork, in preparing and making the agreed decisions they had previously made, as well as in other academic disciplines. So, we can say that during the roleplay all the principles established in its design have been implemented.

**Results and discussion.** As a result of the business role-playing game, the students not

only sought to do a good job themselves, but also encouraged their fellow students to do so. Business role-playing games are good to use when checking training results. Furthermore, business role-playing game made the learning process interesting and entertaining, contributed to the formation of students active working mood.

Conducting a business role-playing game during the training session allowed:

- to overcome traditional approaches in teaching disciplines of the natural science block;

- to master social and communicative abilities and work in a group;

- formation of a sense of collective responsibility for the preparation and level of knowledge of each student;

- to master certain knowledge, skills and abilities that cannot be worked out by other teaching methods.

The use of learning and activities role games has shown promising results in forming universal competencies among future geography teachers. This study aimed to explore the effectiveness of incorporating role-playing games into the education of geography teachers in developing their universal competencies.

The participants in this study were undergraduate geography education students who were divided into two groups: an experimental group that received training in learning and activities role games and a control group that followed the traditional curriculum. The study was conducted over a period of one academic year, during which various universal competencies were assessed in both groups.

The universal competencies assessed in this study included critical thinking, problem-solving, communication, collaboration, adaptability, and intercultural competence. The results of the study showed a significant improvement in these competencies among the participants in the experimental group compared to those in the control group.

Enhanced Critical Thinking and Problem-Solving: The incorporation of role-playing games encouraged students to think critically and solve problems within the context of geographical scenarios. This active learning approach stimulated their analytical skills, enabling them to better understand complex geographical issues and devise innovative solutions.

Improved Communication and Collaboration: Role-playing games required students to communicate effectively with their peers, assume different roles, and work collaboratively to achieve common goals. This promoted better interpersonal and teamwork skills, which are crucial for future geography teachers when interacting with students and colleagues.

Increased Adaptability: Role-playing games exposed students to a variety of situations and challenges, which enhanced their adaptability and flexibility. Geography teachers must be prepared to address diverse student needs and adapt their teaching strategies accordingly, and this training proved beneficial in this regard.

Enhanced Intercultural Competence: Geography often involves the study of different cultures and regions. The role-playing games allowed students to immerse themselves in various cultural contexts, improving their intercultural competence. This is essential for geography teachers to foster global awareness and understanding among their students.

Engagement and Motivation: The use of role-playing games made the learning process more engaging and enjoyable for students. This increased motivation and enthusiasm for learning, potentially leading to better retention of geographical knowledge.

Real-World Application: Role-playing games provided a practical and hands-on approach to learning geography. Students could apply their knowledge in real-world scenarios, which is a valuable skill for future teachers who aim to make their lessons more relevant and engaging.

In conclusion, the incorporation of learning and activities role games in the education of future geography teachers has demonstrated its effectiveness in forming universal competencies. These competencies are essential for geography educators to excel in their roles and prepare students for an increasingly interconnected and complex world. Further research is warranted to explore the long-term impact of such training and its integration into geography teacher education programs.

**Conclusion.** Universal competencies, together with general professional and professional ones,

constitute the result of the future teacher's education. During their formation, the future teacher learns to establish links between the knowledge gained during training and the real professional situation, choosing the right direction of his/her activity.

Mastering universal competencies helps to navigate not only in professional, but also in many other fields of activity, to adapt to a changing society, which significantly increases the responsibility of the teacher for their formation during the training of students. In this regard, in order to train a qualified specialist in accordance with the state standard, which contains requirements for his/her training in the form of competencies, including universal ones, it is necessary to implement not only well-proven traditional teaching methods, but also apply more modern active methods, in the form of business and role-playing games.

The experience of working with students of a geographical specialty has shown that one of the most adequate teaching methods in the formation of the UC-1 within a specific academic discipline is business rope-play games. This technology allows you to simulate conditions in the classroom that will be as close as possible to professional realities, when students have the opportunity to actively and consciously reproduce professional/quasi-professional activities, or its individual functions, master and consolidate the skills of identifying and critically analyzing problems, collegial search for the most effective ways to solve them, develop a strategy of action, losing a certain situation thereby realizing the importance of the future profession and the competencies acquired during the training.

The activity-based approach to learning helps to form solid knowledge and skills, develops such qualities of students as the ability to analyze, independently draw conclusions and generalizations. And the game activity is a kind of training, a rehearsal of life situations and teaches future specialists to make decisions independently and deliberately.

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# METHODS OF FORMING THE CORPORATE CULTURE OF FUTURE TEACHERS AT THE UNIVERSITY

*Abstract*

The article addresses the issue of developing the corporate culture of prospective teachers in higher education institutions. The authors view student corporate culture as a complex and diverse notion that relates to the University's corporate culture and the student's own culture. They argue that student corporate culture influences the process of educating professionals and has several functions. The most significant of them is the pedagogical function.

The issue of developing a corporate culture at a Pedagogical University is particularly important. Future teachers and psychologists have to deal with educational challenges in close collaboration with colleagues, and students of educational institutions, so they have to acquire the skills of building harmonious relationships with various people and working in a team.

*Keywords:* education; corporate culture of students; student associations; project activities; future teacher.

**Introduction.** The phenomenon of corporate culture at all levels of Education has attracted the attention of domestic and foreign scientists in recent years. Many researchers (sociologists, psychologists, teachers, etc.) (Spivak, 2011) explored the role of corporate culture in creating the image of an educational organization (Sergeeva, 2006), examined its components,