The OSCAR PUBLISHING Services
International Journal of Pedagogics

VOLUME Vol.06 Issue02 2026
PAGE NO. 7-10
DOI 10.37547/ijp/Volume06Issue02-02

Formation Of Professional Competence Of Future Preschool Educators Based On Gamification Technologies

Xaydarova Namunaxon Adhamjonovna
PhD student at Kokand State University, Uzbekistan

Received: 10 December 2025; **Accepted:** 12 January 2026; **Published:** 07 February 2026

Abstract: This article examines the pedagogical significance of using gamification technologies in developing the professional competence of future preschool educators. The motivational, cognitive, and practical potentials of gamification in the educational process are analyzed, and its role in forming professional knowledge, skills, and abilities of future educators is substantiated. The effectiveness of implementing gamification technologies as an innovative approach in the preschool education system is scientifically justified.

Keywords: Gamification, professional competence, preschool education, future educator, innovative technologies.

Introduction: In the context of globalization and the rapid development of digital technologies, ongoing reforms in the education system are significantly increasing the requirements for the quality of professional training of future specialists. Today, preparing personnel who meet societal needs, think innovatively, are capable of making independent professional decisions, and can effectively organize pedagogical processes is regarded as an important socio-pedagogical task. In particular, the issue of developing the professional competence of preschool educators working in the preschool education sector, which represents the initial stage of the continuous education system, has become especially relevant.

The professional competence of a preschool educator encompasses not only theoretical knowledge but also the ability to analyze pedagogical situations, implement innovative approaches in practice, and organize the educational process while considering children's age-related and individual characteristics. Therefore, developing methodological, communicative, and reflective competencies of future educators during their professional training is of particular importance. Practical experience shows that traditional teaching methods are not sufficient to ensure students' active engagement and adequate professional readiness. This situation necessitates the introduction of innovative pedagogical technologies into the educational process, especially modern approaches that enhance learning activity and motivation. One such technology that has gained considerable importance in improving educational effectiveness is gamification.

The use of gamification technologies creates favorable pedagogical conditions for developing the professional competence of future preschool educators, modeling professional situations, and forming practical skills. From this perspective, the present article provides a scientific analysis of the pedagogical potential of gamification technologies and examines ways to effectively integrate them into the professional training process of future preschool educators.

LITERATURE REVIEW

In recent years, the use of innovative technologies in education, particularly in the development of professional competence, has emerged as one of the priority research areas in pedagogical science. An analysis of scientific literature indicates that there are various theoretical approaches to the concept of

professional competence, its structural components, and the mechanisms of its formation.

The theoretical foundations of professional competence have been widely explored by foreign scholars. In particular, I.A.Zimnyaya interprets professional competence as an integrative quality that enables an individual to successfully perform professional activities, incorporating the interrelation of knowledge, experience, motivation, and personal characteristics. According to the author, competence is not merely a set of knowledge but the ability to apply this knowledge effectively in real professional situations. This approach serves as an important theoretical basis for shaping the professional training of future preschool educators.

A.V.Khutorskoy considers the competency-based approach as a key criterion for determining educational outcomes and associates professional competence with the individual's ability to make independent decisions, solve problems, and conduct reflective analysis in professional activity. The scholar emphasizes the necessity of using active and interactive teaching methods to develop competencies within the educational process.

Researchers studying professional competence in the field of preschool education note that educators' professional preparedness is formed through the integration of pedagogical, psychological, and methodological components. These studies highlight that the professional competence of future preschool educators is manifested through their readiness to work with children, their culture of pedagogical communication, and their ability to apply innovative technologies in practice.

Within the framework of innovative educational technologies, the pedagogical potential of gamification has been specifically examined by foreign researchers. Scholars such as S.Deterding, K.Werbach, and D.Hunter define gamification as a technology aimed at increasing users' engagement and motivation by integrating game mechanics into non-game contexts. Their research scientifically substantiates the role of gamification in enhancing learning effectiveness, developing independent thinking, and improving problem-solving skills in the educational process.

Pedagogical studies also extensively address the role of gamification technologies in the formation of professional competence. Researchers emphasize that a gamified learning environment increases students' interest in educational activities and transforms them into active subjects of learning. Especially in the training of future educators, game-based learning tasks are regarded as effective tools for modeling professional situations and gaining practical experience.

Local scholars have likewise paid significant attention to issues related to professional competence and innovative educational technologies. Their research highlights the importance of using active teaching methods, information and communication technologies, and interactive learning formats in developing the professional competence of future educators. At the same time, it is noted that the application of gamification technologies in the field of preschool education has not yet been comprehensively studied.

The analysis of the literature indicates that although gamification technologies possess high pedagogical potential for developing the professional competence of future preschool educators, the development of specific methodological approaches and practical implementation mechanisms in this area remains a pressing issue. This circumstance substantiates the relevance of the research topic and enhances its scientific and practical significance.

RESULTS

In contemporary pedagogical research, professional competence is interpreted as an integrated system of knowledge, skills, abilities, personal qualities, and professional experience that enables a specialist to perform professional activities effectively. The process of forming the professional competence of future preschool educators should aim not only at developing their theoretical preparedness but also at ensuring their readiness for practical professional activity.

The professional competence of a student future preschool educator is manifested in the ability to analyze various pedagogical situations, solve them on a scientific basis, and organize the educational process effectively while considering children's age-related and psychological characteristics. This competence includes methodological competence (designing and

implementing educational content), communicative competence (effective pedagogical communication), socio-psychological competence (teamwork and social adaptation), information and communication competence (use of digital technologies), and reflective competence (analysis and evaluation of one's own professional activity). The development of these competencies requires students' active participation in the educational process, independent thinking, and the acquisition of experience oriented toward professional activity. Therefore, the use of innovative pedagogical technologies that enhance learning activity and motivation is of particular importance.

Gamification technologies represent an innovative approach aimed at increasing the effectiveness of the educational process by purposefully and systematically integrating elements of game activity into learning. Such technologies enhance students' interest in learning through mechanisms such as point systems, rankings, progressive levels, rewards, and competition.

From a pedagogical perspective, gamification increases students' intrinsic motivation, fosters a conscious attitude toward learning, and ensures active knowledge acquisition. In the training of future preschool educators, the application of gamification promotes the development of independent and creative thinking through the performance of professionally oriented learning tasks. Moreover, gamification technologies are focused on developing practical competencies by ensuring the integration of theoretical knowledge with real pedagogical situations, which plays a crucial role in enhancing future educators' readiness for professional activity.

The use of gamification technologies in the training process of future preschool educators creates favorable pedagogical conditions for developing their professional competence. In particular, this technology facilitates the formation of skills related to analyzing and solving professional problems through the modeling of pedagogical situations.

Classes organized on the basis of gamified learning tasks contribute to the development of students' competencies in making professional decisions, working collaboratively in teams, and effectively organizing pedagogical communication. Learning processes based on game scenarios foster a positive attitude toward professional activity while increasing students' engagement and sense of responsibility. Additionally, gamification technologies promote reflective activity, encouraging students to evaluate their knowledge and skills, analyze the outcomes of their professional actions, and develop a need for self-improvement. As a result, a stable and continuous process of professional competence development in future preschool educators is ensured.

The research findings demonstrate that the use of gamification technologies is one of the innovative approaches with high pedagogical effectiveness in developing the professional competence of future preschool educators. This technology ensures students' active participation as subjects of learning and supports the harmonious development of their professional knowledge, practical skills, and personal qualities.

Learning activities organized within a gamified educational environment facilitate the integration of theoretical knowledge with practical activity, thereby enhancing future educators' readiness for pedagogical practice. At the same time, this approach contributes to the formation of a positive professional attitude, responsibility, and reflective thinking among students.

CONCLUSION

In conclusion, the systematic and purposeful implementation of gamification technologies in higher education institutions serves as an effective pedagogical mechanism for developing the professional competence of future preschool educators. The application of this approach in the educational process contributes to improving the quality of professional training of future specialists and positively influences the development of the preschool education system.

REFERENCES

1. Zimnyaya I.A. Ключевые компетенции как результат образования. – Москва: Исследовательский центр проблем качества подготовки специалистов, 2004. – 38–45-betlar.
2. Хуторской А.В. Компетентностный подход в образовании: научно-методическое пособие. – Москва: Эйдос, 2013. – 112–130-betlar.
3. Deterding S., Dixon D., Khaled R., Nacke L. From Game Design Elements to Gamefulness: Defining

Gamification. – Proceedings of the 15th International Academic MindTrek Conference. – New York: ACM Press, 2011. – pp. 9–15.

4. Werbach K., Hunter D. For the Win: How Game Thinking Can Revolutionize Your Business. – Philadelphia: Wharton Digital Press, 2012. – pp. 65–89.
5. Hunicke R., LeBlanc M., Zubek R. MDA: A Formal Approach to Game Design and Game Research. – Proceedings of the AAAI Workshop. – San Jose, 2004. – pp. 1–5.
6. Abdullaeva M.J. Pedagogik kompetentlik va uni shakllantirish asoslari. – Toshkent: Fan va texnologiya, 2020. – 74–92-betlar.
7. Saidova G.B. Bo‘lajak pedagoglarning kasbiy kompetentligini rivojlantirishning pedagogik asoslari. – Toshkent: TDPU nashriyoti, 2019. – 56–70-betlar.
8. Rasulova D.A. Innovatsion pedagogik texnologiyalar va ularning ta’lim jarayonidagi ahamiyati. – Toshkent: O‘qituvchi, 2018. – 101–118-betlar.
9. OECD. Innovating Education and Educating for Innovation. – Paris: OECD Publishing, 2016. – pp. 23–41.
10. Sharipov Sh.S. Maktabgacha ta’lim pedagogikasi. – Toshkent: Yangi asr avlodi, 2021. – 133–150-betlar.