

THE GOALS AND OBJECTIVES OF USING GAME ACTIVITIES IN EDUCATION

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Abstract:

This article deals with significant information about the goals and objectives of using game activities in education today. Moreover, basic peculiarities of game-based method were noted.

Key words: non-native English, educational games, cross-curricular skills, instructional activities, non-digital games, game-related moves, digital games

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Introduction

A new approach to learning in the form of educational games has been adopted in recent years, especially in English language teaching. The educational game learning approach used to teach English to non-native English-speakers who use English as a second or foreign language has recorded great success. This study provides an innovative framework for the adoption of the educational games learning approach at university. Educational games are games used in the classroom to enhance learning, often to supplement traditional instruction. Educational games are often used in a teaching approach known as game-based learning, which uses game frameworks in learning to communicate and reinforce concepts and build learners' skills in various areas. The most basic educational games definition in the classroom is that the instructor introduces a game, and the learners play the game as part of the learning process. Games and game-based learning are used because they have many benefits; notably, games and play are strongly connected to children's cognitive development and help develop many cross-curricular skills as a result. Educational games have many more benefits, and the increased presence of technology in the classroom has expanded the possibilities for the types of educational games available and the subjects that can make use of them[1]. Learners of all ages can benefit from educational games in a variety of formats and modalities.

Literary analysis

Educational games in the classroom can transform traditional lesson plans into an engaging learning experience. In a classroom, games might be typically used during independent work time, during indoor recess, and even to review for the next day's test. However, they're not often thought of as purposefully instructional activities. Using educational games for learning is a great way to start small when bringing technology into the classroom to keep students engaged while also interacting with their peers [2]. There are many benefits of

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educational games for students, whether educational games are used in full game-based learning contexts or to supplement other instructional strategies:

Games and play have had a role in educational theory and philosophy since at least the times of the Ancient Greeks. In *Laws*, the Greek philosopher Plato suggested that play was a necessary initial step on the way to building true knowledge. During the Renaissance, educational philosophers reintroduced and reinforced the role of games and play in learning, expanding on Plato's views in *Laws* and crediting the Ancient Egyptians with the early use of games to teach mathematics. In the 1600s, the philosopher John Amos Comenius put forth his belief that games were the highest possible form of learning. In Comenius' view, the best way to educate was to integrate game-like concepts into the overall educational approach. Other philosophers discussed incorporating games like chess, mancala, and others to teach logic and strategy and build classroom collaboration.

Game-based learning is a method of obtaining new concepts and skills through the use of digital and non-digital games. The application of games in education can foster notable improvements in both learning and education outcomes. According to Boctor (2013), the process by which the game-based learning approach supports learning comprises two steps [3]: First, games can motivate students to combine knowledge from various disciplines and utilize it in decision-making processes; and second, students can test how game outcomes change based on the choices and decisions they make. It also allows students to communicate with other participants and discuss game-related moves; this increases coordination which, in turn, improves social association skills. Game-based learning is designed to balance theoretical content and learning through the use of games. Game based learning allows students to explore rigorous learning environments and concepts and targeted learning outcomes [4]; this is especially effective in the context of the English-language learning environment. Games should be designed to ensure that the students can repeat the cycles within the game context without becoming bored. Further, a good educational game should, during such states of repetition, elicit desirable behaviors in students; this can be achieved through fostering certain emotional and cognitive reactions to interactions with and feedback received from the game. Between games, a debriefing process and a review of learning outcomes should be implemented [5]. Post-game debriefings allow the teacher to establish a connection between the game and the real world. It also creates an association between occurrences within the game and those of real life, thereby connecting the students' understanding of the game to education.

Result and discussion

Game-based learning is an umbrella term that can describe many different ways to use games as a tool for education. Learning and teaching with games is nothing new, teachers have been using physical games, board games and card games in a range of subjects for years as a strategy to motivate students and make learning more approachable. Digital technologies, including virtual and augmented reality, allow teachers to bring even more engaging learning experiences into the classroom. The use of play in an educational context and for purposes of learning and development is by no means a new phenomenon. However, the growing acceptance of digital games as mainstream entertainment has raised the question of how to take advantage of the promise of digital games for educational purposes. A discussion of games and learning, and an

assessment of their impact, is complicated by the fact that games, as a generic term, is so broad as to be of little utility when it is discussed without further qualification. Games range across not only broad genres of field (humanities, sciences, engineering, etc.) and genres of contents (second-language learning, science, history, etc.) but also genres of games (casual game, first-person shooter, massively multiplayer online game [MMO], role-playing, etc.). Of course, each of the preceding genres crosses and links with the others. A consequence of the fact that the concept of games covers all these genres is that one cannot assume that research results obtained by studying games from one genre can be applied readily to another genre. For example, badges introduced into an MMO may be useful to guide the learner to perform specific learning-related tasks, but when integrated in a casual game they may distract from learning.

Psychologists have long acknowledged the importance of play in cognitive development and learning. Piaget (1962), for example, described play as being integral to, and evolving with, children's stages of cognitive development. According to Piaget, play becomes more abstract, symbolic, and social as children mature through different developmental stages [6]. One way that play is seen as contributing to children's cognitive development is by activating their schemas in ways that allow children to transcend their immediate reality. For example, a child can pretend, or "act as if," an eraser is a car while fully knowing that it is not a car. This type of play allows children to hold in mind multiple representations of the same object, a skill required for the development of symbolic thinking, one of the most significant developments of early childhood.

In the development and use of a game for learning in the classroom, it is important to ensure possibilities for implementation of the learning goals in a measurable and controlled way in the game, meaning that when you develop and implement a learning goal you should at the same time consider how this learning goal can be measured and aligned with assessment to be able to evaluate when the learner has reached the learning goal. Thus, considering how the learning goals are implemented in the game enhances the possibility of useful evaluations of learning, such as whether the particular parts of the curriculum were achieved through the play of the game in class as well as the extent to which the games were effective in helping the students learn.

Conclusion

To conclude all given facts above, it should be noted that educational learning is taking a new dimensional approach by incorporating the concept of games. With the development of modern technology, there is an array of applications which help impart knowledge. The current environment of digital games and applied sciences into learning environment has benefited both the teaching of educators and the learning of students. The concept of Game-Based Learning (GBL) can be successfully used to achieve better methods for both learning and teaching. It basically means incorporating games in your medium of instruction. One of the prime challenges educators face is of teaching a huge group of students, all of whom are unique and have totally different personalities, wave-length of learning and capabilities. With great expectations, students get an opportunity to work on various educational games along with rewards and surprise elements which help to keep their interest in learning.

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