

ANALYSIS OF USING GAMES AND EFFECTS IN EDUCATION SYSTEM

АНАЛИЗ ИСПОЛЬЗОВАНИЯ ИГР И ЭФФЕКТОВ В СИСТЕМЕ

ОБРАЗОВАНИЯ

TA'LIM TIZIMIDA O'YINLAR VA EFFEKTLARDAN FOYDALANISH

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Annotation: The purpose of this article is to examine games in education, their advantages and opportunities for students, and the help of to organise the lesson more attractive and teaching students have to work in a group team cooperatively are generally mentioned with several examples.

Key words: Gamification, higher education, educational technology, teacher-centered learning, student-centered learning, game-based learning (GBL).

Аннотация: Целью данной статьи является рассмотрение игр в обучении, их преимуществ и возможностей для учащихся, а также помощь в организации урока более привлекательной и обучении учащихся работе в групповом коллективе, которые упоминаются в нескольких примерах.

Ключевые слова: геймификация, высшее образование, образовательные технологии, педагого-ориентированное обучение, лично-ориентированное обучение, игровое обучение (ИГО).

Annotatsiya: Ushbu maqolaning maqsadi ta'limdagi o'yinlar, ularning afzalliklari va o'quvchilar uchun imkoniyatlarini o'rganish, darsni yanada jozibador tashkil etish va o'quvchilarni guruhda hamkorlikda ishlashga o'rgatish uchun odatda bir nechta misollar bilan aytib o'tilgan.

Kalit so'zlar: Geymifikatsiya, oliy ta'lim, ta'lim texnologiyasi, o'qituvchiga yo'naltirilgan ta'lim, talabalarga yo'naltirilgan ta'lim, o'yinga asoslangan ta'lim (O'AT).

The evolution of technology has impacted on every aspects of our life in the modern world, not only students but also local people are losing their interests in traditional system. In fact, everyone is trying to utilise modern and non-traditional features, especially teaching students which is known to us. Game-based learning is a teaching method that uses the power of games to define and support learning outcomes. A GBL environment achieves this through educational games that have elements such as engagement, immediate rewards and healthy competition. All so that while students play, they stay motivated to learn. Gamification is a young generation of a teaching method and it refers to use games during lessons. Majority of kindergartens, schools and universities have already started to make use of activities within teaching methods. Several authors have shown that gamification can be a powerful motivator and a technique to increase the student's engagement.

It is clear that the use of warm-up activities can help learners to understand the theme deeply and to increase air participation in class, and particularly can help teachers to attract student's attention and comprehension as well.

Today there are thousands of games and apps that can be accessed by teachers - from small free apps, to large immersive 3D worlds. For educators, such opportunity is part of the problem:

- How do you find the right game for your needs?
- How do you know how to use it effectively?
- How do you know what students learned from it?

Planning criteria

The games you choose should:

- Engage and motivate
- Increase students' skills, whether they be the modalities (reading, writing, speaking, or listening), thinking skills, problem-solving skills, and social skills (e.g., working with a team, taking turns, etc.)
- Be inextricably threaded with content. After all, isn't this part of a class? This is a great opportunity to informally assess students' understanding of important ideas.

The game can serve as a review of content and an application of key concepts, when possible.

-Require the participation of every student in some way. You shouldn't have a situation where only certain students are chosen to represent a group. If the game can't involve all the students, then it shouldn't be played.

-Be both educational and fun, so learning is equated with pleasure.

As there is wide range of games, there is a diverse range of different approaches to using them during lessons. For example, there are some games which are covered by participation of only teacher, which is called teacher-centered learning. In this environment the teacher functions in the familiar role of classroom lecturer, presenting information to the students, who are expected to passively receive the knowledge being presented. This may be considered the traditional or conventional approach to education. A lecture prepared based on only the topic given is an example of teacher centered method. An experiment designed based on teacher's notes and university curriculum without any prior discussion with student is also an example of teacher-centered method.

Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students by imparting to them skills, and the basis on how to learn a specific subject and schemata required to measure up to the specific performance requirement. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience. Student-centered learning puts students' interests first, acknowledging student voice as central to the learning experience. In a student-centered learning space, students choose what they will learn, how they will pace their learning, and

how they will assess their own learning by playing the role of the facilitator of the classroom. This is in contrast to traditional education, also dubbed "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. In contrast, student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning. Usage of the term "student-centered learning" may also simply refer to educational mindsets or instructional methods that recognize individual differences in learners. In this sense, student-centered learning emphasizes each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole.

To conclude, using games in the classroom is trying not to gamify everything and to start small, using games with rules that students understand, says Cameron-Jarvis. The mix of games also matters, adds Farber, who says teachers should aim for variety. So, these results have important implications and usefulness for all the actors playing a role in the education universe where gamification should be included in the classroom and the only question should be how to do it (Groening & Binnewies, 2019). They can benefit from the use of this tool and it can be also easily used in virtual teaching, as has happened with the situation generated by COVID-19. These are some clues to bear in mind for those who can design the evaluation system in higher education, or other levels of education.

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