

REFLECTION ON GAMING IN TEACHING

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Аннотация: В статье обсуждаются причины необходимости применения игр в преподавании английского языка. Это исследование носит описательный характер, его результаты предлагают некоторые практические решения, которые могут быть применены.

Keywords: Online learning, games, interactive approaches, reflection.

Abstract: The article discusses the reasons for the use of games in teaching English. This research has a descriptive nature; its results provide practical results that can be applied in teaching.

Ключевые слова: Онлайн-обучение, игры, интерактивные подходы, рефлексия.

Introduction

Gaming is a kind of play in which participants follow preset rules. According to (Houghton, 2013), educational games are used to assist in teaching and learning. Games may be used as a supplement to enrich the learning experience for students and to teach extra abilities, such as rule adherence, adaptability, problem-solving, interaction, critical thinking, creativity, and teamwork. Learning should not be tedious, and it should not consist only of knowledge memorization and exam preparation. Teachers may benefit from the creativity and vibrancy that technology-enhanced learning provides in order to increase student accomplishment.

Instructional institutions, schools, and families all utilize and implement a range of educational game types. The fundamental objective of employing games in the classroom is to assist students in developing their critical thinking skills while learning a certain topic by encouraging them to think creatively while keeping to the rules. Other games are available that are limited to boosting knowledge in a certain field, with math games being the most popular. According to (Yue, & Zin, 2009),



despite the fact that games such as chess assist players acquire reasoning skills and other attributes required in education, they cannot be considered educational since they do not transmit content or communicate curriculum information. Instructional games include curriculum-related material or other instructional games.

There is a wide range of perspectives among educators on the job they undertake. While some of them are pleased with what they do, others are dissatisfied. Since Martin (1999) says that many academics are more likely to be under the strain of obstacles they confront in teaching and job, and since this profession is often underestimated, the pressure that many academics are likely to be under may be found here. Having said that, I consider teaching to be a difficult career that presents a challenge to grow and become more professional. I never considered becoming a teacher to be a hardship. I am now working as an English instructor for the pre-university programme. Reading is an essential part of the educational process. Despite this, it seems to be the least interesting part of the learning process. I made an effort to instruct students on how to use reading methods, namely skimming, but I was not successful in doing so since the students already had difficulties with comprehending the text's primary themes. According to Biggs (2003), I was only able to direct the attention of the pupils toward individual facts and things that were addressed separately from one another. This is a feature of a surface approach to teaching and learning, and that is what I did. After working at the university for a number of years, I evaluated the methods I used to teach and the results the students had achieved. When I asked my students whether they were able to use those tactics after being supplied with some coaching, they all gave the same answer, which was that they were unable to differentiate the primary concept of a paragraph and that the task was dull. As a result, I came to the conclusion that it was my responsibility since I had failed to effectively introduce activities that focused on the students. Inadvertently, I began to implement aspects of the student-centered method of instruction, such as working in pairs or groups, summarizing the most important topics, and assigning group tasks. The students were supposed to use what they learned from these exercises to analyze, evaluate, and apply the material.

Background

Teaching is a very involved and complex activity that makes use of a wide variety of strategies and strategies. I've been using a variety of strategies in an effort to pique the interest of my pupils as much as is humanly feasible. The most difficult aspect of teaching reading methods has been getting students excited about reading. In this



piece, I will discuss my experiences as a teacher with a one-of-a-kind tool that I developed and utilized with my pupils.

Examples

I made the decision to put the concept of using quests into action. Therefore, I referred to it as "a reading quest" throughout the class. I was aware of the many successful applications of quests in educational settings all across the globe. According to Darvarsi (2015), children are used to playing digital games, and this potent gaming system might be utilised in the classroom. I had been mulling about a fresh approach to presenting the concept of skimming for quite some time. Teaching pupils how to do the task efficiently and correctly was the primary focus of this activity. Another essential objective was to encourage the students' participation to the greatest possible extent. The response to my inquiries was to plan activities that would be enjoyable for the pupils to participate in. Consequently, I came up with the concept of going on a quest. I thought it would be a good way to explain the concept of skimming by having you complete a quest online. However, the most difficult challenge was developing a specialized application or computer software that could run this game. For the purpose of building such a tool, I was lacking in particular knowledge and abilities. Nevertheless, I had a crystal clear picture in my head of how the search would unfold. Consequently, I imagined a wooded area where valuable objects were concealed. The treasures were the key points discussed in one paragraph of the selected text. If students were to read a text together in their groups that was comprised of numerous paragraphs, they would have to work together. It was important to locate some key phrases that would demonstrate the primary concept of a paragraph, and then they needed to share what they discovered during a plenary debate. All of the choices that were proposed were evaluated, and then I revealed those words to them, which had been concealed as a treasure somewhere in the woods. If pupils provided incorrect responses, the quest would reveal a faulty route that led to a trap, and the whole team would be at risk of losing the game.

I have used this quest on multiple occasions, and each time, I have gotten the following results: First of all, students worked in groups to complete this quest. As a result, not only did they improve their speaking skills, but they also improved their ability to collaborate with others and solve problems. Second, students improved their reading abilities because they were interested in using skimming tactics to



obtain answers as rapidly as possible. This led to an increase in the amount of time they spent reading. Students were engaged in a healthy amount of competition with one another while playing this quest, and they were very motivated to succeed. As a result, the responses provided by the pupils were mainly accurate.

Conclusions

Nevertheless, this strategy needs a significant amount of work. It is essential to choose certain reading materials that will include short paragraphs and terminology that is already known to the reader. In addition, the software requires that I choose certain terms to hide and then put those words into the program. In addition, it needs a significant amount of focus when playing due to the fact that there are many potential solutions, which might lead to some arguments.

Skimming can be used in a variety of reading activities to assist students with skimming, as the observation shows the applied method of introducing skimming can be used, but for students to be able to play this it definitely requires a great deal of preparation on the part of teachers and a number of challenges.

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