Technique for Turning a Lesson into a Game

Guzal Kurbonova,

1st year Doctoral Student, Bukhara State University, Uzbekistan,
Email: kurbanovaguzal5335@gmail.com

Abstract

In this article, the author considers ways to turn an ordinary lesson into an exciting game. Also, the author analyzes the methodology of gaming technologies and gradually creates a gamified environment.

Keywords: gamification, preschool children, lesson, elements of games.

Gamification — is when game rules are used to achieve real goals. In other words, through play, you make boring tasks interesting, avoidable tasks desirable, and difficult tasks simple. [5].

Education is already partly gamified. At school, the student correctly completed the exercise in the lesson - he received a good mark. Made a number of mistakes - earned a bad one. At the end of each academic year - level up and transition to another "level". Portraits of the best "gamers" proudly look from the leaderboard. Any lesson can be turned into a game and make a real firework! [4, 6, 7];

1. Work out the plot. For a lesson to become a game, first of all, you need a fascinating story. This is the core of the quest.

2. Define goals. Set specific play goals for your children. For example, "make a list of things you will take with you when you evacuate." Due to this approach, children will remember more from theory. This is because the knowledge that they draw in the lesson immediately helps to solve a specific game problem.

3. Distribute roles between children. The game in which the child completed the task and sits idle is not much different from the scenario "solved the control, handed over the notebook to the teacher." Divide the class into groups and assign a specific role to each. Thus, in the world of mathematics, some can master the methods of solution, others the data. Children will not be bored and will learn to work in a team.

4. Come up with tests and rules for the game world. It can be any mathematical problem, chemical experiment, rebus, charade or language anagram. The main thing is to give the problem an interesting context. Important: each test should be a condition for moving forward. All actions of the players must have consequences. Even better, if the course of history depends on their choice. The fork in the plot is also a powerful technique.

5. Use phones and tablets in class. In the classroom, children do not want to let go of the mobile phone. Think about how you can use them in the game. For example, install an application on phones and tablets that will become the key to completing the "mission".

6. What elements of the game can be used in the lesson. Points, levels, a progress bar, a rating system - these and other elements that form the basis of any computer arcade will help to "assemble" an addictive cabinet game. The point is to turn difficulties into fun game missions.

With this approach, monsters are homework, boss battles are tests and tests. For each "victory" the player receives experience, which, for example, affects the score. The goal is to increase the motivation and involvement of children so that they do not wince at the next DZ and do not sigh heavily at the word "dictation".

Studying is work. The game is a sweet treat. She makes learning fun and enjoyable so that children will return to the classroom eagerly.

A person remembers better what causes emotions. Whether positive or negative, any strong impression leaves a deep imprint in the memory.

In the game, children are revealed from an unexpected side. Their true desires and possibilities become clear. For example, a quiet person who does not shine with abilities turns out to be a good strategist during the game. As a result, it receives recognition, increases self-esteem, and as a result, strives for knowledge.

References:

1. Павел Храмкин, «Геймифицируй это»: как превратить урок в игру, https://www.ispring.ru/elearning-insights/gameschool.
2. Репина, Т. А. Проблема полоролевой социализации: монография / Т. А. Репина. - М.: 2004.- 288 с.
3. 9 примеров геймификации. https://inside-pr.ru/archives/8229
4. Hard Skills va Soft Skills: Farq nima? https://uz.chalized.com/hard-skills-va-soft-skills-farq-nima/.
5. Qurbonova Go'zal Rajab qizi. (2021). The concept and essence of Gender Representations in Pedagogy and Psychology. Middle European Scientific Bulletin, 10. https://doi.org/10.47494/mesb.2021.10.357
6. Kurbonova, G. . (2021). Features of The Formation of Gender Tolerance in Society. ONLINE-CONFERENCES PLATFORM, 69–71. Retrieved from http://papers.online-conferences.com/index.php/titfl/article/view/592
7. Rustamova, N. R. (2019). *Technology for the development of media culture of secondary school pupils (on the example of grades 7-9).* Dissertation of the doctor of philosophy (PhD) in pedagogical sciences.
8. Rustamova, N. R. (2019). *Technology for the development of media culture of secondary school pupils (on the example of grades 7-9).* Author's abstract of PhD dissertation.
9. Inogamova, D., & Rustamova, N. (2020). Using of interactive teaching methods in the process of self-education of future teachers. *International Journal of Psychosocial Rehabilitation*, *24*(9), 447-454.
10. Rustamova, N. (2021, March). Clarify of basic concepts of vitagenic education. In *E-Conference Globe* (pp. 177-180).