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**Recenzenti:**

- Karel Nedbálek** - doktor práv, profesor v oboru právo (Zlín, Česká republika)  
**Markéta Pavlova** - ředitel, Mezinárodní Ekonomický Institut (Praha, České republika)  
**Iryna Zhukova** - kandidátka na vědu ve veřejné správě, docentka (Kyjev, Ukrajina)  
**Yevhen Romanenko** - doktor věd ve veřejné správě, profesor, ctěný právník Ukrajiny (Kyjev, Ukrajina)  
**Humeir Huseyn Akhmedov** - doctor of pedagogical sciences, professor (Baku, Azerbaijan);  
**Oleksandr Datsiy** - doktor ekonomie, profesor, čestný pracovník školství na Ukrajině (Kyjev, Ukrajina)  
**Jurij Kijkov** - doktor informatiky, dr.h.c. v oblasti rozvoje vzdělávání (Teplice, Česká republika)  
**Vladimír Bačíšín** - docent ekonomie (Bratislava, Slovensko)  
**Peter Ošváth** - docent práva (Bratislava, Slovensko)  
**Oleksandr Nepomnyashy** - doktor věd ve veřejné správě, kandidát ekonomických věd, profesor, řádný člen Vysoké školy stavební Ukrajiny (Kyjev, Ukrajina)  
**Dina Dashevskaja** - geolog, geochemik Praha, Česká republika (Jeruzalém, Izrael)

**Tým autorů**

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§7.3 GAME TECHNOLOGY IN TEACHING THE SCHOOL GEOGRAPHY COURSE (Nepsha O., Bogdan Khmel'nitsky Melitopol State Pedagogical University)

**Introduction.** The task of teachers is to create conditions for the development and self-realisation of each individual as a citizen of the country, to form a generation capable of lifelong learning, to create and develop the values of civil society. This should be facilitated by the search for new pedagogical technologies and the creation of an educational environment that would enable each student to discover their inherent creativity and develop the ability to be a subject of their own development. The solution to this problem is impossible without improving learning technologies. Among them is game technology, which is an urgent need for a child, and for a teacher – a way to implement various tasks of the educational process.

**Presentation of the main material.** Motivation of game activity is provided by voluntary participation in the game, possibility of choosing game situations and making appropriate decisions, elements of competition, satisfaction of the need of game participants in self-affirmation and self-realisation [22].

The structure of the game as a process includes: the roles assumed by the game participants, game actions as a means of realising these roles, game use of objects (props), i.e. replacement of real things with conditional (game) ones, real relationships between the game participants in the game, plot (content) as a sphere of activity conditionally reproduced in the game [9, p.45].

The value of the game cannot be assessed by entertainment and recreational opportunities alone. Its phenomenon is that, being entertainment, recreation, it can develop into a process of education and upbringing, into creativity, into the process of cognition, acquisition of skills of labour activity and human relations [22].





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The search for effective teaching methods is one of the main challenges of our time. The use of games in teaching geography solves many problems. They develop cognitive interest in the subject, activate students' learning activities in the classroom, and contribute to the formation of a student's creative personality [13].

P. Korneev considers geographical game technologies as a means of encouraging and stimulating students to learn [14].

According to M. I. Vorovka, «game forms of classes are created in the classroom with the help of game techniques and situations that act as a means of encouraging and stimulating students to learn» [3, p.49].

Pavlovskaja I. O., Olishevskaja Y. A. note in their work that «modern students have access to various sources of information, which mostly contributes to their passivity in the classroom, so to create a more exciting atmosphere and encourage students, it is worth diversifying teaching methods and using game technologies» [18, p.50].

Today, the use of games in the educational process is defined by the concept of «didactic (pedagogical) game». According to the dominant method, game technologies are developmental, search and creative technologies.

**Didactic games.** According to O. O. Zhemerov and V. M. Blazun, «a geographical didactic game gives the students' learning activities a cognitive character and puts forward certain requirements for geographical knowledge to its participants. It has its own stable structure, the main components of which are: didactic purpose; rules of the game; its material and technical support; cognitive content; game actions; game results» [6, p.19].

In her research, M.I. Vorovka gives the following definition: «didactic game is a creative form of education, upbringing and development of students, schoolchildren and preschoolers. Didactic games develop observation, attention, memory, thinking, speech, sensory (sensual) orientation, ingenuity, and therefore they can be used in teaching any subject» [5, p.56].



According to L. Yasnohurska, the fundamental difference between didactic games and exercises and tasks is that: 1) the game does not imply a given pattern of behaviour; the participant chooses a possible variant of language interaction and evaluates the result of its implementation. The only restriction on the content and form of the game is the teaching material (lesson topic, objective, planned results); 2) the game is usually competitive. The pupil, interacting with partners in the game, compares his/her strength not only with the strength of other players – the game allows him/her to objectively assess his/her capabilities; 3) in the game, pupils learn interpersonal and group communication, choose the best means of resolving (linguistic and non-linguistic) conflict situations [22, p.226].

The didactic game has a number of features that significantly distinguish it from the game in general:

- a clearly defined learning goal in the form of game tasks that define cognitive tasks and predict the maximum possible result;
- subordination of cognitive activity to the rules of the game;
- use of educational material as a means of didactic game;
- introduction of the element of competition in students' activities, which transforms students' learning activities from solving didactic tasks into a game form;
- linking the solution of didactic tasks to the outcome of the game. Didactic games have a wide range of target orientations:
  - didactic spectrum of target orientations covers cognitive activity of students, formation of general and special (geographical) skills, application of knowledge, skills and abilities acquired as a result of game activity in further cognitive activity, broadening of students' horizons;
  - the educational spectrum focuses the teacher on the formation of pupils' independence, will, collectivism, communication skills, scientific outlook,



environmental awareness, personal norms of behaviour in relation to the world around them;

- the developmental spectrum of target orientations determines the teacher's activities for the development of such properties of the student's personality as attention, memory, speech, thinking, imagination, fantasy, creativity, reflection, motivation in learning, ability to find analogies and correct solutions;

- the socialisation spectrum promotes students' involvement in the norms and values of society, adaptation to the conditions of the surrounding social environment; the formation of stress control, self-regulation, communication skills and psychotherapy [3,6,15,19].

A didactic game has a stable structure, which includes the following main components: game idea, game rules, game actions, cognitive content or didactic tasks, equipment, game result. The game idea is expressed in the name of the game and in the didactic task to be solved at the lesson, which gives the game a cognitive character, imposes certain requirements on its participants in the acquisition of knowledge. Thus, the basis of a didactic game is the content to be studied, the acquisition of knowledge and skills that are used in solving the educational problem to be solved in the course of the game.

A didactic game is aimed at a certain result, which is manifested in solving a didactic problem and evaluating students' activities in solving it, which gives completeness to the whole game. All the structural elements of the game are systematically interconnected so that in the absence of any of them, the game loses its specific form, turning into the fulfilment of the learning objectives of a traditional combined lesson [1].

In modern schools, game activities are used both as an independent technology and at certain stages of the lesson, contributing to a deeper and more durable learning of the most important units of geographical knowledge and skills set by the curriculum.



Both simulation and non-simulation types of didactic games are used in the pedagogical process. If a game modelling a process under study or imitating a reality is used, then such games are considered to be imitation games [12, p.175].

**Simulation games.** Simulation games in the process of teaching geography are represented by a fairly wide range of games. They include role-playing games (travel games, role-playing lessons), business games (especially educational games), theatrical games, game design, analysis of specific situations. The main feature of simulation games is the activity of students, which results in the process of cognition, and the presence of roles that determine the nature of this activity and, consequently, the nature of the process of cognition [16,22]. Let's consider the didactic features of role-playing and business and theatrical simulation games.

**Role-playing game.** V.M. Kilimnik notes in his research that a role-playing game is a group form of learning, in the process of which the role structure of the class is used, that is, a set of roles that regulate the activities and behaviour of students. Role-playing plays an important role in intensifying the educational process. This is achieved by activating the cognitive, evaluative and practical activities of the class participants, a certain organisation of their interaction and communication [11]. According to L. Yasnohurska, «role-playing games provide a positive emotional state of students and communicative orientation of the lesson» [22, p.229].

The peculiarity of the role-playing game is to model a real situation in accordance with the plot and the designated roles distributed among the class members. At the same time, it involves not so much the process of acquiring new knowledge as, based on the existing knowledge, the ability to predict the actions of responsible persons on whom the development of the proposed game plot depends. The content of the lesson topic is mastered in the process of acting out the roles assumed by the students. Role-playing games are designed not only to teach



geographical knowledge, but also to develop the ability to express oneself, to understand the social significance of the roles played and to understand oneself in the situation being played [7,10].

In geography lessons, this type of simulation role-playing game is especially often used as a travel game. The algorithm of one of its variants can be as follows:

- the teacher determines the didactic purpose of the travel game;
- development of the route of the «journey»;
- formation of game groups in the classroom and determination of the route of the «journey» for each group of students;
- determination of group tasks to be performed by pupils during the «journey» along the given route;
- group work on completing the tasks, preparation of a group report;
- presentation of the results of the «journey» by the groups of students.

According to N.G. Podybaylo, «role-playing games are very common in extracurricular activities and have an important educational value: by performing a certain social function or playing a fictional role, a student comprehends the positive and negative consequences of specific actions, and this restrains him or her or, conversely, encourages certain actions in real life. In extracurricular activities, you can combine role-playing games with orienteering (search for treasures, secrets, riddles by pirates and sailors, discovery of new lands)» [20, p.97].

***Business game.*** According to L. Burakevych, «business game is a form of reproduction of the substantive and social content of professional activity, modelling of systems of relations characteristic of this type of practice» [2, p.141].

In her dissertation research, V.P. Vorovka defines the concept of «business pedagogical game» as «simulation modelling of pedagogical reality processes and game modelling of professional activity of the subjects involved in it, carried out in conditional situations and related to the management of the educational process» [3, c. 89].



The basic components of the business game are: 1) analysis of the situation and identification of the main problem points; 2) determination of the leading strategy of action; 3) selection of methods and means of activity and implementation of decisions; 4) obtaining results in the course of the decision and evaluating the effectiveness [8].

Depending on what type of activity is reproduced in the game and what are the goals of its participants, the following types of business games are distinguished: production, organisational, problem, research, management, certification and training games.

Business games are most often used in geography lessons. Their use is especially justified when studying social and economic geography.

An example of a business game is the business game «Geographical justification of an investment project», developed by teacher Nechaev I.Y., in which each student plays the role of a businessman or high-ranking government official who tries to convince foreign partners of the benefits of investing in a particular project. The students who have not worked on the project will play the role of distrustful investors and therefore ask different questions about the project. Students who have worked on this particular project will try to give convincing answers [17].

**Theatrical games.** This type of educational games is distinguished in geography lessons by acting out the game plot in the form of a theatrical performance with the use of appropriate props. These games are attractive because they bring the atmosphere of a theatrical celebration and high spirits to the learning process, allow students to take initiative, promote the development of mutual assistance and communication skills. In the course of theatrical games, even the work on the script and the production of costume elements, the selection of props necessary for the staging, becomes the result of joint collective activity of the



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teacher and students. At the same time, both at the stage of preparation and during the game itself, a democratic style of relationship is developed, when the teacher passes on not only knowledge but also his or her life experience to the students.

The algorithm for conducting a theatrical game can be as follows:

- an introductory speech by the presenter (teacher or pupil);
- a theatrical performance, which usually involves a group of classmates;
- setting problematic tasks in the format of a scenario of the game that is being played out, in the solution of which all students of the class should participate;
- summing up the results, which can be represented by the final part of the scenario that is being played out;
- evaluation of all types of activity of the class pupils during the game according to the previously developed evaluation criteria.

***Non-simulation games.*** Non-simulation games used in geography lessons, as well as simulation games, belong to active forms of learning and are one of the types of cognitive activities of students. The peculiarity of such games is the possibility of combining individual learning activities of students with collective (group) forms of learning, which are implemented in the process of competitive game activities. As a result of such a combination, along with collective assessments, each student can receive his or her individual assessment in the form of a corresponding grade. In this case, when developing a game scenario, the teacher plans both individual tasks and tasks for groups that require collective discussion and decision-making. Non-simulation games belong mainly to the visual category (board games) and computer technology (computer games). These are: crosswords, puzzles, geographical lotto, computer games, etc. [21, p.128-129].

***Competition games.*** This group includes such well-known games as quizzes, geographical competitions, brain-rings, etc. that have geographical content [21].



They are characterised by interest, which is associated with both an unusual form of conducting and an unusual assessment of students' activities.

The objectivity of the assessment of pupils' activities and knowledge is of utmost importance in the game. In the case of a correct and faster answer, the participant receives a certain number of points, which corresponds to the complexity of the question. In case of incorrect completion of the task, the number of points stipulated by the rules of the game is deducted. At the same time, there is no need to be afraid of negative marks at one of the stages. Refusing to deduct points for an incorrect answer can lead to a series of ill-considered answers to subsequent questions during the game.

An objective assessment of the game result requires compliance with the following conditions: none of the participants in the game should be in a privileged position; the maximum number of points that can be obtained for a correct answer should be known to students before the game starts; knowledge of the evaluation criteria by the game participants; ensuring exceptional independence in answering the questions of the game.

In the organisation and conduct of competition games, as well as in role-playing games, four stages can be distinguished: preparatory, game, final and analysis of the results, the last of which is intended for the teacher who conducted the game. The game stage can involve both individual participation of students in the game and their participation in a group or team.

**Board games** are didactic games that can be used equally well in the classroom and during extracurricular activities in geography. Both students in grades 5-8 and high school students like to play board games. Therefore, the use of board games (geographical puzzles, crosswords, tea words, cryptograms, geographical bingo, dominoes, topographical bingo, dice) is possible in the classroom when studying the entire school geography course.





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The peculiarity of board games is their interest and the presence of an element of competition, as in competition games, so students are happy to participate in them. A board geography game, as well as all didactic games, consolidates the ability to apply existing knowledge, extract the necessary knowledge from reference and popular science literature, attract other additional sources of knowledge, and use all the features of a school geographic map. During the game, students gain knowledge while experiencing pleasure and joy [21].

It is psychologically justified to use board games in lessons of repetition and generalisation of the studied topic of the curriculum. An important feature of board games is the formation of productive thinking, which determines the possibility of students' independent compilation of geographical crosswords, puzzles, charades, etc. The main thing is not the technology of creating the game itself, but the ability to use the textbook, geographical map, reference and popular science literature, and the ability to correctly formulate questions or tasks. At the same time, the teacher should not only support students' desire to create games independently, but also be the organiser of such a process, because when creating board games, students not only perform mental work to reproduce the educational material, but also show great creative activity [8]. Nowadays, such board games as geographical crosswords, geographical bingo, dominoes, etc. are developed and used in geography lessons in electronic form.

**Conclusions.** Educational games strengthen students' intellectual and physical energy, generating secondary motivation, and cyclicity provides an increased pace of school work, facilitating the process of learning and consolidating knowledge. It is important to use new gaming technologies in geography lessons because it helps to form and strengthen students' knowledge of the surrounding reality, allows students to see geographical objects and phenomena that are at a considerable distance and inaccessible for direct viewing, creates a



pleasant atmosphere in the classroom and provides a more dynamic learning process. The use of gaming technologies in geography lessons contributes to the development of thinking and the learning of terms and geographical concepts that are quite difficult to understand.

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