

On “Game teaching and game teaching”

Min-Min Liu

Nanchang Institute of Technology, Nanchang City, Jiangxi province, 330000

*Correspondence to: Min-Min Liu, Nanchang Institute of Technology, Nanchang City, Jiangxi province, 330000, Email: 1250204584@qq.com

Abstract: With the continuous innovation of educational ideas, teaching game and game teaching has gradually become an important issue in the field of education. This paper aims to explore the connotation, theoretical basis and practical application of these two teaching modes. By analyzing the definition and characteristics of game teaching and its application in language, mathematics, science and other disciplines, this paper reveals its positive impact on students' learning interests, skills and emotional attitudes. At the same time, this paper also discusses the development and utilization of games as teaching resources, and the multiple roles of games in the teaching process.

Keywords: teaching game; game teaching; practical application

Introduction

In the context of the digital age, the field of education is undergoing unprecedented changes. As a new teaching mode, game teaching and game teaching are gradually changing the traditional teaching method and students' learning experience. These two models can not only stimulate students' interest and participation, but also improve the quality and effect of teaching. The purpose of this paper is to probe into the connotation, characteristics and application of game-based teaching and game-based teaching, so as to provide new teaching ideas and methods for educators, to promote the sustainable development and innovation of Education.

1. The theoretical basis of teaching game

1.1 the definition and characteristics of game teaching

Game teaching is an innovative teaching method, which

aims to integrate the design elements and principles of games into the educational process, so as to stimulate students' interest in learning and active participation. It breaks through the single mode of traditional teaching and creates a challenging and interesting learning environment by setting up tasks, goals and reward mechanisms. The core of game teaching is to promote students' learning through games, and make the learning process more interactive and attractive.

1.2 the psychological basis of game teaching

The psychological foundation of game-based teaching is deep, especially Piaget's cognitive development theory and Maslow's hierarchy of needs theory. Piaget believes that children construct knowledge through interaction with the environment, and play is an important way for their cognitive development. In game-based teaching, teachers can design games according to children's cognitive development stage to



promote their cognitive ability. Maslow's hierarchy of needs theory points out that individuals have high-level needs such as being respected and self-actualization. By providing diversified game tasks and challenges, game-based teaching can satisfy students' sense of achievement and belonging, thus stimulating their learning motivation.

1.3 the pedagogy principle of game teaching

Constructivism is one of the core pedagogy principles of game teaching. Constructivism emphasizes that students are active builders of knowledge, not passive recipients. In game-based teaching, students construct their own knowledge system by participating in games, solving problems and accomplishing tasks, so as to improve their problem-solving ability and innovation ability^[1]. In addition, the theory of multiple intelligences also provides theoretical support for game-based teaching. According to the theory, an individual has multiple intelligences, such as linguistic intelligence, spatial intelligence, and so on. Game teaching through a variety of game design, can give full play to the intellectual advantages of different students, promote all-round development.

2. Practical application of game teaching

2.1 gamification of language teaching

(1) case study: the application of radio and telegraph games in language teaching. In language teaching practice, radio and telegraph games have become effective means to stimulate students' interest and improve their language skills. In the radio game, the students play the roles of radio anchor, news editor and listener in groups, and practice their oral expression, listening comprehension and information integration by simulating radio program production and broadcasting. For example, students can broadcast weather forecast, news current events, cultural stories and other content, not only exercise the ability of language organization, but also enrich the vocabulary and cultural background knowledge. The telegraph game focuses on the rapid transmission of language and accurate understanding, through the transmission of secret messages or relay oral relay, students in the tense atmosphere of the game to train reaction speed and listening discrimination ability. (2) the role of gamification in improving language expression, memory and thinking sensitivity. Game-based language teaching strategies significantly

improve students' language expression ability, so that they can use language confidently in real or simulated situations. In the game, students need to conceive content, organize language, express ideas, these activities promote the use of language flexibility and creativity. At the same time, learning through play through repeated practice and immediate feedback, enhance the students' vocabulary, sentence memory, improve memory^[2]. In addition, the rapid decision-making and strategy adjustment in the game require students to have agile thinking and rapid reaction ability, thus exercising the sensitivity of thinking. (3) the advantages and limitations of game-based language teaching. The advantage of game-based language teaching lies in its interest and participation, which can motivate students to learn actively and make the learning process more vivid and interesting. However, gamification may also cause students to pay too much attention to the game itself and neglect the core goal of language learning. Therefore, teachers need to carefully design the game to ensure that it is closely linked with the teaching objectives, while monitoring the progress of students to prevent the game into learning obstacles.

2.2 game-based teaching in other subjects

(1) game-based teaching strategies in mathematics, science and society. In mathematics teaching, game-based strategies include puzzle games, mathematical contests, and so on, which enable students to grasp mathematical concepts and methods in the challenge. In science teaching, simulated experiments and popular science games can enhance students' practical ability and scientific exploration spirit. Social Studies can make students experience historical events and social phenomena and deepen their understanding through role-playing, historical reenactment and other games. (2) examples of the application of gamification in different disciplines. In math class, students can solve a series of math problems through the "Math maze" game, each problem can be solved a step forward, until the completion of the entire maze. In science class, students use virtual reality technology to simulate experimental processes, such as observing chemical reactions, exploring the inner structure of the Earth, safe and efficient. In social studies, students act as historical figures or participate in model UN conferences to understand and experience historical events and international relations through discussion, consultation,

decision-making and other activities. (3) the effect of gamification on the teaching of other subjects. The game-based teaching strategy has a significant positive impact on the teaching effect of other subjects. First of all, it greatly improves the students' interest and participation in learning, so that learning becomes more active and active. Through the game, students can grasp the knowledge in a relaxed and pleasant atmosphere, reducing the resistance to learning. Secondly, the game-based students to promote the development of a variety of abilities, such as problem-solving ability, innovative thinking, teamwork, which is difficult to fully develop in traditional teaching. Finally, learning through play provides students with more opportunities to practice, so that the combination of theoretical knowledge and practical operation, improve the practicability and effectiveness of learning.

2.3 the application of game-based teaching in different stages of education

(1) the characteristics of game-based teaching in primary, secondary and higher education. In primary school, the game-based teaching is more interesting and intuitive, aiming to attract students' attention through lively and interesting games, and cultivate their learning interests and basic skills. At the secondary level, there was a gradual shift to more complex and challenging games aimed at enhancing students' logical thinking, problem-solving and innovative abilities. At the stage of higher education, game-based teaching pays more attention to practice and research, through simulation projects, team cooperation and other game forms, to cultivate students' professional quality and team cooperation ability. (2) strategies for implementing game-based teaching at different stages of education. In primary school, teachers can design simple puzzle games, role-playing, etc. , so that students learn basic knowledge and skills in the game. In secondary school, teachers can introduce more complex puzzles, simulation experiments, etc. to stimulate students' interest in learning and desire to explore. At the stage of higher education, we can try the game-based teaching strategies such as project-based learning and team competition, so that students can learn and innovate in practice^[3]. (3) evaluation of the effectiveness of game-based teaching at different stages of education. Assessing the effectiveness of gamed instruction is the key to ensuring its effectiveness. In primary school, we can evaluate the

effect of game teaching by observing students' interest in learning, participation and mastery of basic skills. In middle school, the students' problem-solving ability, innovative thinking and team cooperation ability should be evaluated. At the stage of higher education, we can evaluate the effect of game teaching through students' professional quality, practical ability and research results. At the same time, teachers also need to pay attention to students' feedback and opinions in order to constantly improve and optimize the game-based teaching strategies

3. The exploration of game teaching

3.1 development of games as instructional resources

(1) the design and development of learning through play. The design and development of learning through play is the foundation of game-based teaching. These tools aim to integrate learning content into game elements, so that students can learn in the game and experience the fun of learning. In the design process, we need to fully consider the students' age, interests and learning needs to ensure that the game is not only interesting, but also can effectively convey knowledge. For example, you can design a math game, let students in the process of solving math problems, through the collection of gold coins, unlock checkpoints and other ways to gain a sense of achievement, so as to stimulate interest in learning. (2) learning through play. The integration and utilization of learning through play is an important link in game-based teaching. This includes converting existing game resources into teaching resources and developing new game-based learning through play materials. According to the teaching content, teachers can choose or design suitable games, which will be integrated into the classroom teaching or as homework. At the same time, students are encouraged to make use of online resources, such as online games, educational apps, and so on, to carry out autonomous learning. (3) evaluation and feedback of learning through play. In order to ensure the effectiveness and pertinence of learning through play, it is necessary to evaluate and feedback it regularly. Assessment can include student learning outcomes, game experiences, and the educational value of resources. By collecting students' feedback, teachers can understand the effect of learning through play in practical application, so as to make necessary adjustment and optimization^[4].

3.2 the role of play in the teaching process

(1) the role of games in knowledge imparting, skill training, emotion and attitude training. The game enables the students to master the knowledge in a relaxed and pleasant atmosphere through vivid situations and interactive ways. At the same time, the challenges and tasks in the game can train students' problem-solving ability and team cooperation ability. In addition, the game can also cultivate students' emotional attitudes, such as a sense of responsibility, compassion and so on. (2) the role of games in promoting teacher-student interaction and student-student interaction. The interactive links in the game can enhance the understanding and trust between teachers and students, and promote effective communication between teachers and students. At the same time, the interaction between students can also improve students' communication ability and cooperation ability, solve problems together and make progress together. (3) the role of games in arousing students' interest and improving their enthusiasm for learning. Through the rich plot, interesting tasks and immediate feedback mechanism, the game can greatly stimulate students' interest and enthusiasm in learning. Students gain a sense of achievement in the game, so that more active participation in learning, improve learning efficiency.

3.3 implementation strategy of game teaching

(1) the principles of game teaching curriculum design. Curriculum design is the core of game teaching, which should follow the following principles: first, the curriculum design should be student-centered, fully consider the needs and interests of students, to ensure that the game content can resonate with students; Secondly, curriculum design should pay attention to the coherence and systematicness of knowledge to ensure that students can gradually build up a complete knowledge system in the game, to ensure that games deliver valuable educational content and information while providing entertainment. (2) teaching methods and techniques for game-based instruction. The teaching methods and skills of game teaching are very important. Teachers should flexibly use a variety of teaching methods, such as heuristic teaching, situational teaching and so on, to stimulate students' thinking and learning interest. At the same time, teachers should also master some game-based teaching

skills, such as suspense, provide immediate feedback, to enhance the interactive and attractive game. In addition, teachers can also use advanced technical means, such as virtual reality, augmented reality, and so on, to provide students with more rich game experience. (3) the evaluation and reflection of game teaching. Evaluation and reflection is an important link in the implementation of game teaching. Teachers should regularly evaluate the students' learning results and understand the students' learning situation and progress in the process of game teaching. At the same time, teachers should also reflect on their own teaching strategies and skills, sum up experience and lessons for future teaching reference. In addition, teachers can invite students to participate in the evaluation process to understand students' views and suggestions on game teaching, so as to better meet the needs of students.

Conclusion

To sum up, as an important trend of modern education, the application of game-based teaching and game-based teaching in educational practice has achieved remarkable results. Through these two teaching modes, students can learn knowledge, improve their skills and emotional attitude in a relaxed and pleasant atmosphere. In the future, with the continuous progress of technology and education ideas, teaching game and game teaching will be more widely used and developed. We believe that with the joint efforts of educators, these two teaching modes will inject new vitality and impetus into the development of education.

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