

Didactic Games: An Important Technique to Deliver Quality Education

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ABSTRACT

Education is must to improve the wellbeing of human and society. Over the period of time educational practices are shifted from traditional ways to modern ways such as internet and Artificial Intelligence. From past games is integral part of education delivery. A game not only develops physical abilities but also enhances social and cognitive abilities. Usage of Didactic Games accelerates the process of education delivery through its functions and activities, which are discussed in this paper.

Keywords - Didactic Games, Cognitive Ability, Personality Development, Moral Values.

INTRODUCTION

A game with established rules is said to be didactic in nature. It serves as a didactic instrument for education. To reach a precise score is one of the game's key objectives. Competencies learned through didactic game play, such as perseverance, attentiveness, and critical thinking, or risk-taking readiness, aid in the growth of self-reliant attitudes. Examples are crosswords, role-plays quizzes, puzzles, case study, rebuses and cryptograms.

BACKGROUND OF DIDACTIC GAMES

The use of games goes back to ancient times. The oldest board game was set up in China – it dates back to 3000 BC (Faria, Nulsen, 1996). Some ethnographers are induced that it was education that was the reason for creating numerous games. Their task was to reproduce natural living conditions of humans, impart knowledge for the coming generation and prepare them for proper functioning in the society. A good illustration may be chess, which was used as a typical simulation game 2000 years ago. Its end was to prepare soldiers to do battle (Surdyk, 2008).

The creator of ultramodern pedagogic Jan Amos Komeński recommended styles that tutored through play. He gave most credit to simulation and competitive games. They were to maintain the attention of the pupil and elicit their provocation (Siek- Piskozub, 1995). Numerous authors claim that each game is a play, but not each play is a game (Galant, 1987). Thus, it's essential to grasp the differences between them. The most significant factors distinguishing the game and the play are the following –

1. Meaning of score – stronger in the game than in the play,
2. Nature and meaning of rules – unequivocal and formalised in the game,
3. Competition in the game,
4. Limitation of vision in the game (Okoń, 1987).

Hence, the game is an advanced form of play grounded on esteeming rigorously set rules by at least two scholars (Grzesiak, 1984). The literature includes other delineations and groups of games as well although utmost authors use the term of didactic game directly. Wincenty Okoń characterises the game as a form of play where set rules are observed. In this case an important aspect of the game is to achieve a rigorously defined score. He also underscores the educating functions of the game respect for morals, possibility to contend, tutoring how to win and how to lose. On the other hand, the didactic game is a game with a certain moralistic purpose, a tutoring tool (Okoń, 2007). Analogous station is expressed by Czesław Kupisiewicz, who italicizing the features of play in the didactic game classified them a well, distinguishing the following types of games (Kupisiewicz, 2009)

1. Simulation Games – The task is to present a specific aspect of reality in a simplified manner, which makes it easier to observe or manipulate it.

2. Situational Games – The idea is to challenge children and the youth to break fictional tasks,
3. Staging Games – They bear the reduplication of once events or produce new plans of those events.

Franciszek Szlosek provides a different bracket of didactic games, which he ranks among cranking tutoring styles. He distinguishes the ensuing game types-

1. Simulation- grounded – conduct taken by players act, conduct taken by people from real life situations.
2. Decision- grounded – part play by scholars in a role play set up with donation of studies, statements and stations.
3. Cerebral – grounded - relations between individualities or groups seeking to achieve set pretensions (Szlosek, 1995).

On the other hand, Krzysztof Kruszewski said that didactic game is a problem- grounded tutoring system. He underlines its part in shaping creative thinking, which makes it possible to rebuild old and produce new patterns. Thus, what's present then's allowing and learning characteristic of the problem- working process(Kruszewski, 2005).

TYPES OF DIDACTIC GAMES

Game-based learning and game based products have become increasingly popular in recent years. Unlike spontaneous games, educational tools that fulfil certain didactic goals are mandatory and serve well-defined educational purposes. According to Kruszewski (2005), didactic games are problem-based learning methods that play an important role in shaping creative thinking. They enable the re-acquiring of old knowledge and the formation of new patterns.

1. Cognitive Games - main target is to help students gain new knowledge and acquire new skills,
2. Diagnostic Games - games that help teachers monitor the level of understanding lectures.
3. Individual Games - for one student,
4. Pair Games - for two students,
5. Collective Games - for classes or large learning groups,
6. Group Games - for small learning groups.
7. Action Games (games requiring physical activities) - student are physically engaged,
8. Calm/silentGames - students in general are physically passive.
9. Universal Games - they cover a larger body of knowledge with different learning and evaluation objectives (delivering knowledge, building skills, and evaluating performance),
10. Specific games - they are related to a specific subject, topic.

SIGNIFICANCE OF DIDACTIC GAMES

Didactic games ignite students' interest in the topic, give each student the chance to develop their individual skills, and teach cognitive activity. The significance of a didactic game is not determined by how student respond to it, but rather by how it solves this or that problem for each student. This is why we know that didactic games play an incomparable role in organizing students' independent activities. Such issues should be taken into consideration when working with students. The success of didactic games depends primarily on their systematic use and then on the fact that the program designed for the games, in addition to simple didactic exercise, is oriented toward a particular goal. For instance, to solve the problem of holistic development of cognitive activity, the primary issue must be the formation of a student's independent thinking. The primary purpose of didactic games is to facilitate the teaching process and is to be conducted at a level of interest, enjoyment, and comprehension for students. To be successful in the game, student must complete the exercises with enthusiasm, becoming accustomed to completing each task perfectly, thus increasing their enthusiasm for didactic tasks.

CONCLUSION

Research confirms the appealing and stimulating nature of games. That's because games teach us how to search, invent, collect and use information. Through the use of didactic games, students are able to gain a better understanding of the purpose of the context, the meaning of each activity, and the tasks associated with each activity. They help us expand our knowledge beyond what's found in textbooks, bring new ideas to the table, build social skills and develop teamwork.

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