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REVIEW ARTICLE

THE IMPORTANCE OF EDUCATIONAL GAME IN EDUCATION

Eğitimde Eğitsel Oyunun Önemi

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ABSTRACT

Educational games allow the student to have fun, the information they learn while having fun is permanent and fully learned. Educational games also have advantages such as controlling information obtained during learning, getting feedback, correcting and reinforcing. In this way, students get information about this method. Students actively participate in the lesson and their motivation increases. Thus, students become aware of their abilities. In addition, students discuss among themselves during the activity. They are provided with brainstorming on the subject. Educational games are thought to be useful in their daily lives as well. Therefore, in this study, the importance of educational game is emphasized and how to make the lesson plan of educational game is explained step by step with an example.

Keywords: Educational games, Flash Card, Educational Methods

ÖZET

Eğitsel oyunlar, öğrencinin eğlenmesini, eğlenirken öğrendikleri bilgilerin kalıcı olmasını ve tam olarak öğrenilmesini sağlar. Eğitsel oyunların aynı zamanda öğrenme esnasında edinilen bilgileri kontrol etme, dönüt alma, düzeltme ve pekiştirme gibi avantajları da bulunmaktadır. Bu sayede öğrenciler bu metot hakkında bilgi sahibi olurlar. Öğrenciler derse aktif katılırlar ve motivasyonları artar. Böylece öğrenciler yeteneklerinin farkına varırlar. Ayrıca öğrenciler etkinlik esnasında kendi aralarında tartışırlar. Konu ile ilgili beyin fırtınası yapmaları sağlanır. Eğitsel oyunların günlük yaşantılarında da yararlı olacakları düşünülmektedir. Bu nedenle bu çalışmada eğitsel oyunun önemi üzerinde durularak, eğitsel oyunun ders planının nasıl yapılacağı bir örnekle aşama aşama açıklanmıştır.

Anahtar kelimeler: Eğitsel oyunlar, Flaş Kart, Eğitim Yöntemleri

1. INTRODUCTION

Educational games are assumed to contribute especially to the development of the social aspects of students. It is important for the teacher to make the necessary preparations before the activity and to use the time actively during the activity in order to reach the objectives of the subject (Coşkun 2017).

In the most common sense, education is "the process of making changes in human behavior in the desired way through its own life" (Ertürk, 1971). People acquire much of what they have learned in family, close environment and school (Yılmaz, 1998). In order to decide whether the new behaviors to be acquired through education have been learned at the expected level, some conditions must be completed. First of all, these behaviors need to be measured with measurement tools that have high validity and reliability. Unless the competence and determination that a person has achieved in certain behaviors are objectively determined, it is not possible to decide whether this person has reached the expected level in the relevant behaviors (Özçelik, 1998: 12).

With the assessment and evaluation process in the education process, we see at what rate we have achieved the target behaviors, what are the goals, which topics have been learned sufficiently, which ones are missing and what are these deficiencies, what they have learned wrongly, and which are not learned enough. We review our goals and target behaviors with the measurement and evaluation effectiveness. As a result of the assessment, knowing the degree of success and uncovering failure situations help to plan similar educational activities in the future with more realistic principles (Turgut, 1997: 1).

2. STAGES OF THE EDUCATIONAL GAME




1. The subject to be covered in the course is determined (For example, Human Role In Current Environmental Problems) and general information about the subject is given.
2. Rationale of the Course is explained.
3. The objectives of the course are determined.
4. Slogans related to the event are created. It is given in Turkish, German and English.

For example; "The trees of a nation's wealth." "Der Reichtumeiner Nations ind ihre Bäume." "The wealth of a nation are its trees."

5. 25 Flash Cards are prepared for the game

For example;

Table 1. Terms used in educational game and their Flash Cards

Nr.	Resim / Bild/Picture	Türkçe	Deutsch	English
13		Hayvan	Das Tier	Animal
14		Karbon ayak izi	Der CO ₂ -Fußabdruck	Carbon footprint
15		Kükürt	Der Schwefel	Sulphur

.....

6. A dialogue of at least 30 sentences is prepared for students.

“01 Kerim Hello friends! How are you?

02 Deep We Are Good! Thank you. How are you?

03 Klaus I'm fine too! But I have some concerns about environmental pollution.

04 Marina Yes, me too ... It threatens our lives with environmental pollution.

05 Ayşe I definitely agree. We should raise the awareness of people with education.

06 Karin Yeah right! Soil, water and air are being polluted, one of the main components of our ecosystem. The biggest factor polluting the air is smoke.

.....

30..”

7. After the dialogue, a reading text of 300-350 words is prepared and taught to the students.

3. CURRENT ENVIRONMENTAL PROBLEMS AND HUMAN

“The organization made up of living and inanimate beings is called an ecosystem. Living assets; plants, fungi, animals and microscopic creatures. Inanimate beings are elements such as climate,

geographical location, soil structure, landforms, continents, islands, seas, oceans, lakes, streams, deserts, cities. "Environmental Pollution", which is the basic physical elements of nature, pollution of air, water and soil, and the negative impact of living things by this pollution. It is called environmental pollution."

8. Students are given a research paper as follows:

"Research assignment: Examine the reading text with a friend from the class and answer the questions about the subject. Then, report the information you acquired within approximately 200 words. Share the report you prepared the following week with other students in your class. "

9. The rules of the educational game are clearly stated with 5-10 items:

"Rules of Fishbone Educational Game" a. All students attend the event. b. Fishbone Educational Game a hand is played between groups of five for 20 minutes. c. In the game, 25 flash cards, 25 clothes pegs, a clothesline, dialogue text and a diagram prepared using the fishbone technique are used. 25 flash cards are hanged on the clothes line connected between two points in the classroom by using clothes pegs. Students examine the meanings of words on flash cards in Turkish, German and English. d. The teacher explains the fishbone technique in two minutes with a free or video.

10. The materials to be used in the educational game are kept ready in the classroom (Diagrams, Figures etc.)

11. In the lesson plan, information is given about the technique used in the Educational Game.

12. A flowchart is prepared, covering the minute-to-minute stages of the educational game, spread over 2 hours (80 minutes).

Table 2. Course flow chart

Stages	Duration (min.)	Teacher's behavior	Participants' behavior	Method / Technique	Materials
01	5 min.	The teacher explains the subject and asks the flash cards related to the subject to be hung on the clothesline with clothes pegs.	Participants stretch the clothesline between the two points in the classroom, and flash cards hang on the clothesline with clothes pegs.	Lecture	Flash cards, clothes pegs, clothesline
02	5 min.	The teacher calls the students in charge for the dialogue and asks the other students to form groups of five.	Students assigned to the dialogue come to the fore and other students form groups of five.	Creating groups	Prepared text
03	5 min.	The teacher distributes the rules of the game and the fishbone technique to the groups of five people and asks for the analysis of the distributed ones.	Groups of five examine the disbanded and wait for the dialogue to be read.	Team work	Game rules, Diagram

....."

13. At the last stage, evaluation is made in accordance with the following questions.

"Is the activity suitable for the level of students? Did the students adequately understand the rules of the game? Did the students use the time well? Is the activity sufficient by the students? Did the students adopt the "Fishbone" technique? Were the students able to communicate adequately among themselves? Did he understand enough about environmental issues? Has environmental awareness been created in students? Was the terminology used understandable? Is there enough efficiency from the course?" According to the answers of the above questions; "Insufficient, Acceptable, Medium, Good, Very Good" evaluation is made.

4. RESULTS

The evaluation phase informs the student about how to change his behavior, motivates the student who is successful enough and supports the decisions to be made about the student, helps the teacher to predict how effective his teaching is, informs administrators and other interested parties. With this technique, all students are provided with a deep and objective view. Students see important relationships between the various parts of the problem. Another advantage of the technique is that it allows students to concentrate more deeply on a problem and organize their thoughts. The key and other words are given in Turkish, German and English so that students are familiar with these languages. In addition, efforts should be made to help students embrace the topic, to learn the topic with fun and to concentrate on the activity through educational games.

5. SUGGESTIONS

If the event will be held in more than one class, the problems must be eliminated after the first application. Questions about the texts should not be long. The activity should be planned according to the school and grade level. After the activity, students can be rewarded with a verbal grade and their motivation for the next activities can be increased. While applying this technique, the prescribed time should be used in balance. Classroom environment should be organized before the event. Before the event, rehearsal should be done with the students who are involved in lecture and dialogue. Necessary materials should be reproduced before the event. Experiences gained during the event should be shared with colleagues who are interested in the subject.

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