Гендерное воспитание в детском доме

Дж. Шнайдер[1], Е. Шнайдер[1], Ф. Шнайдер[1], Б.Жапарова[1], А.Ахмульдинова[1]
[1]Павлодарский педагогический университет
(Павлодар, Казахстан)

Аннотация

В статье обосновываются теоретические аспекты гендерного воспитания детей-сирот в детском доме. В статье также представлен анализ исследований по проблеме гендерного воспитания в детских домах. Авторы изучили психолого-педагогическую литературу по гендерному воспитанию детей-сирот, определили научную значимость изучения гендерного воспитания в детском доме, обосновали исходные положения, теоретические положения гендерного воспитания, сущность гендерного воспитания детей-сирот. Авторы также конкретизировали критерии, уровни и средства диагностики гендерного воспитания детей-сирот в детских домах, определили методику гендерного воспитания в детских домах и критерии оценки сформированности гендерной воспитанности детей-сирот в детских домах, методы диагностики. Базой исследования являлась детская деревня семейного типа Кенжеколь. Результаты исследования рекомендованы для практического использования в детских домах в процессе гендерного воспитания воспитанников детских домов.

Ключевые слова: гендер, гендерное воспитание, дети-сироты, детский дом, гендерная среда, критерий, воспитанность

Received 01.07.2022

IR STI 39.01.45 *DOI 10.51889/3341.2022.57.97.008*

B.B. SADYKOVA[1], U.A. ESNAZAROVA[1], A.A. TOKBERGENOVA[1]

[1]Kazakh National University named after Al-Farabi (Almaty, Kazakhstan)
bagila_95_12@mail.ru, ataulymektep@mail.ru , tokbergen@mail.ru

THE POTENTIAL OF USING VIDEO GAMES IN DISTANCE LEARNING GEOGRAPHY

Abstract

The article discusses the history of the development of such an important and integral part of modern life as video games, as well as the possibility of using video games in distance learning geography. The history of the development of video games reveals trends in their use in education. The advantages and disadvantages of using video games in education are identified, and the use of video games in the learning process is described as a concrete example. Describes the video games and programs currently used in education around the world. In the age of information technology, video games have become one of the most effective means of education, but they have greater opportunities and risks than other technologies, nevertheless they are ahead of other technologies in stimulating students. The use of video games in education has not yet come into general use, although it has been used for a long time. Another important aspect is the possibility of using video games and programs in the classroom, and the final result depends only on the skills of the teacher. In this article, we considered the types of video games which can be recommended while studying geography and suggested those that are most effective while using.

Keywords: video games, games, education, software, computer games, virtual world, innovative technologies, child psychology.

Introduction The education system is facing many changes and reorganizations with the advance of new technologies, and online teaching has an important place among them. In recent years, the enhancement in the integration of online teaching and practicing it at all educational organizations in developed and developing countries have become more noticeable. Our country was not an exception back in those days too, however, the pandemic conditions that occurred in 2020 made all educational institutions switch to online studying, instead of traditional teaching. At the final meeting of the State Commission for Emergency Situations in May 2020, the president of Kazakhstan Kassym-Zhomart Tokayev instructed to reconsider the educational programs and to make some adaptations to the use of distance learning technologies. "We must make our educational system more adaptable and provide all the conveniences to integrate online teaching. We need to work on new methods and digitalize the teaching systems and institutions."

Nowadays we are well aware of the all advantages and drawbacks of online teaching. Considering the cons of this type of teaching we can name the following aspects: conducting lessons online might be a monotonous process, and students might lose interest in studying; even more, keeping the students' attention during the lessons might be a great challenge to the teachers. The main reason for these problems is the usage of the same programs and methods, and neglecting creativeness while preparing materials for the lessons. The most commonly used programs for online teaching are «Bilimland», «MOODLE», «Daryn. online», «ZOOM», «Skype», etc. These free programs are easy to use and have many functions that make the teaching process more convenient. Nevertheless, it is essential to understand that these programs can also bore students. The solution to this problem is - to start using Video games during lessons.

It is worth mentioning that the effectiveness of traditional teaching methods is currently falling. Constant control of the behaviors of the students during the lessons, and the number of other responsibilities are affecting the process of teaching, namely, they are leading to a lack of interest in studying and misunderstandings of the objectives of the lessons and tasks, lack of knowledge of the importance of applications of theories in practice and so on. Therefore, it is important to know how to raise students' interests while teaching. There are many possible ways of solving this problem, and the most effective one is the application of video games – Digital Game-Based Learning (DGBL).

The aim of the research: to study the history of the development of such an important and integral part of modern life as video games, as well as the possible techniques of using them in distance teaching geography as a subject.

The objectives of the research:

– To study the background of video games;

– The application of the gamification method in the lessons, the advantages, and disadvantages of this method;

– To consider video games as an educational technology with real examples;

– To identify trends in the use of video games in education.

Research materials and methodology. The research materials of the article are the works, publications, and lectures of American, European, Russian, and domestic scholars, and reputable sources of mass media. The methodological basis is accuracy, consistency, and scientific objectivity. To achieve the aim of the research, we used psycho-pedagogical and literary analysis and a set of scientific synthesis methods.

Results and discussion. History of the development of video games. The first occurrence of video games dates back to the 1940-the 50s, the times when they were developed in the academic environment, where basic games and modeling were created. However, they did not become popular at once, only in 1970-1980, they become an important part of society and culture, as the game machines and computers started to become more affordable to every house. The first company that achieved great success and fame in this sphere was – Atari. This company was founded in 1972 by Nollen Bushnell and

Ted Dabney. The table tennis game Pong was the first product of Atari, and it was the first company that laid the road towards the further development of video games. Pong was not only the first product of this company but also the first video game ever to have a huge commercial success. Therefore, although the question of the founder of video games remains controversial, Nolan Bushnell can be considered the founder of the gaming industry. In addition to this, later Atari launched other video games such as Space race (1973), Gotcha (1973), and Quake (1974). It should be noted that these games were only in the form of arcade machines [1].

In 1966, Ralph Henry Baer, an American engineer who worked for Sanders Associates, a contractor for the US Department of Defense, initiated the Channel LP (Engl. – "Let's Play"). Even though the first attempts of Sanders Associates to find a partner among major television manufacturers were unsuccessful, in 1971 Baer and his employees signed a contract with Magnavox companies; the prototype of the device, then known as the Brown Box, became a commercial product Magnavox Odyssey the first console for home play. The Magnavox Odyssey was first introduced to the public on May 24, 1972, and was released on the American market in August 1972. The console of the game included 13 games, including football and tennis. Despite the high cost, it gained great popularity ө by 1975, more than 350 thousand devices were sold.

On October 1, 1979, a group of four game developers dissatisfied with Atari's internal policy left Atari and founded their own company – Activision. The company was the first independent developer of computer games for game consoles and home computers. Today, Activision is the largest gaming company in the world. The annual turnover is about 5 billion dollars.

Activision began to produce games of new quality for the Atari 2600 console, which, on the one hand, increased the popularity of the console, but on the other hand, Atari did not directly benefit and Activision even created competition for games released by this company. This situation did not correspond to the interests of Atari. In addition, the Atari 2600 did not have technical restrictions on the launch of cartridges from other manufacturers. As a result, Atari sued Activision to make them pay part of their profit from the sale of those games, but the court resolved this case in favor of Activision [2].

On April 28, 1980, the Japanese company Nintendo released the device of the Nintendo Game & Watch series. Game & Watch is a series of portable pocket gaming devices based on a specially segmented LCD. However, it was possible to play only one game on this device. This device was very popular at that time, and it continued to be produced until 1991, during this period they managed to manufacture and sell more than 43 million copies. The popularity of this device opened the road to other devices related to games, and other companies around the world started cloning it (including the device that has been known in the USSR as "electronics" since 1984). The Game & Watch by Nintendo can be called the first successful portable game console.

Right at that time, the founder of the other Japanese company Namco, Toru Iwatani, releases a machine that had the Pac-Man game. Pac-Man was one of the most popular games, and its characters were the most well-known game characters ever existed. This game was a great push and the reason for the development of other arcade games, as it was a game that did not involve any cruel scenes and still kept the gamers entertained. Such changes in the genre of games made the other owners of the companies create other games in this style. As a result, the games like Q*bert, Donkey Kong, and Frogger were launched and Pac-man was installed almost in all systems of video games [4].

By the end of 1984, about a million Nintendo game systems had been sold in the United States. In 1985, the Japanese company sold another three million gaming systems, and the number continued to grow. This was primarily thanks to the quality of Nintendo games. Nintendo games like Super Mario Bros. (1985), The Legend of Zelda (1986), and Metroid (1986) were real hits that were not even close to the Atari era. As a result, by 1990, the Japanese console was

played in every third home in America, and Nintendo had become the leader in the global gaming industry.

The convergence of computer and console games in the mid-1990s led to the fact that computers became an integral part of the gaming industry. This may sound strange, but until the mid-1990s, the gaming industry was primarily the console industry.

When the first MUD (Multi-User Dungeon) appeared the history of online multiplayer games began. The online games that were developed since the wide spread of the internet were Ultima Online (1997), EverQuest (1999), the world of WarCraft (2004), etc.

In recent years, the trend in the development of games was thoroughly observed and analyzed. The commercialization of video games brings companies billions of dollars, which in turn greatly contributes to the development of video game technology in the future. The development of video game technology makes it possible to use video games not only for entertainment purposes but also for other purposes in many other spheres. An individual can only become a full-fledged person when he plays (Friedrich Schiller).

Gamification. The use of video games in education. The game has been one of the most important methods of education since ancient times. Unlike more familiar methods, the game does not cause boredom, provides a sense of security (as everything is "not real"), and the learning process while playing is easy and does not make any pressure. Psychology considers the game as the only possible (other than practical) method of teaching children, and one of the most important methods of teaching pre-schoolers. A well-thought-out game is an effective tool that actively influences our motivation. It helps to develop both rational thinking and emotional intelligence during the process. The game captivates the whole person and provides unity of thought, feeling, and movement. The game creates a unique fictional space that can create creativity [5].

The use of game elements and methods in non-game situations is called gamification (gamification). One of the best examples of the use of Game technologies in the scientific field was the online puzzle Foldit, developed at the University of Washington. The game was a part of a large-scale scientific project, the main of which is the decryption of protein chains (protein folding). The task of the players is to reveal the structure of a particular protein in the best possible way. The best answers of players are analyzed by scientists. Scientific terms in the game were replaced by signs that are understandable to the general public. Foldit's achievements include the discovery of the crystal structure of the retrovirus, which causes AIDS in monkeys. The puzzle, which scientists have not been able to solve for 15 years, was solved in 10 days with the help of this game.

Other programs that gamify science include EteRNA (2010), which simulates the process of folding nucleic acids, and Phylo (2010), which implements multi-sequence alignment (MSA) in Game format, through DNA analysis, can identify one common ancestor of representatives of different species. These games have achieved significant success and have made a huge contribution to the development of gamification within science.

The use of the term "game" in an educational context is usually associated with the use of game formats in the classroom for children of preschool and primary school age. However, today gamification is actively used at all levels of education in developed countries. A significant experience has been gained in experimental training of children and adults in the format of popular MMORPG games among internet users (Eng. massively multiplayer online role-playing game - massively multiplayer online role-playing games). Computer game writer Lee Sheldon shares his successful experience of creating a training course based on the multiplayer classroom: Designing Coursework as a Game. Canadian teacher of physics, Shong Young created a Classcraft platform in the image of Craft The World. The main goal of the platform is to turn any lesson into an exciting game. Students can "turn" into one of three characters - Warriors, Wizards, or Healers. When combined with "their own kind", they acquire unique abilities. Working in the classroom and

in real life gives the child the opportunity to strengthen their character by scoring a certain number of points. Being late for classes or being rude lead to a loss of points, which not only weakens the student's own character but also affects the dynamics of his team. The logic of the game is this: children will have to cooperate in order to succeed [7].

Gamification can also be used in the case of higher education too. This was clearly demonstrated by Professor Jeff Brand, who teaches an interactive media course at Bond University in Australia. The topic of video games was included in his course. One day, Jeff came up with the idea of using the online game Minecraft to create his own Bond University building. The main mechanism of the game was resource collection (mining) and building (crafting) from them, which allows you to create 3D models of various objects: city models, landscapes, buildings, etc. Jeff Brand and his sons began creating a copy of the University in this game world, and then his students began to continue this model. Later, in 2013, a flood occurred, as a result of which neither the students nor the professor could come to the lesson, and the professor offered the students to conduct classes in a virtual copy of the University in the world of Minecraft. At first, the students' relationships with each other and with the teacher caused some difficulties, as they were already used to real communication. But Jeff Brand encouraged his students for participating in the discussion, after which no one could stop the students, and the students who received virtual awards began the learning process.

Games are able to stimulate the process of studying at schools and universities and can have a positive impact on the development of the framework of historical and cultural tourism. A good example here is the game REXplorer (2007).

The advantages and disadvantages of the application of online games in education. Educational video games are video games that help players to immerse themselves into the learning process while playing them. Edutainment describes the deliberate integration of video games and educational software into one product. This term, used here in a narrow sense, mainly refers entirely to entertainment but tends to provide education and partly describes educational software tools. Usually, the process of launching such software does not follow the school curriculum and does not involve educational consultants in research.

However, those games fulfill a number of educational goals. Some games can be created for training a specific type of science, and others may have a random or average educational value. All types of games, including board games, card games, quizzes, and video games, can be used in an educational environment. Educational games are designed to help people learn certain subjects, to a better understanding of certain terms, improve development, understand a historical event or culture, or develop skills while playing [9].

According to Van Eck, there are three reasons why games should be considered as a learning tool: 1. the research carried out in the past 20 years which aimed to find out more about the effectiveness of video games has proven the educational potential of video games; 2. the new generation wants a "multi-flow of information" that includes fast and frequent interactions that allow inductive reasoning; 3. the popularity of games alone has created a billion-dollar industry. The idea of the game presupposes the participation of a person in this activity of their choice. The action must have the meaning of "enjoying the process". This does not mean that a person is engaged in activities only for the sake of their free time; it may also include the desire to learn a new skill, connect with other players (to broaden social circle), and devote time to the chosen activity.

Often, games provide a simulation of various human actions, allowing players to explore different social, historical, and economic processes.

The examples are given below:

Games that are about building virtual cities such as SimCity and the Caesar game series (1993-2006) allow players to explore the social, practical, and economic processes associated with city management;

Games such as Civilization (1991-2013) and Europa Universalis (2000-2014) help players explore the history and its political, economic, and military aspects; Games that are related to railroads and their management such as Railroad Tycoon (1990-2003) and Rails Across America (2001) highlight the history, technique, and economy of railroad management. Geographical games such as PlaceSpotting (2008-2009) help players find specific locations on Earth by definition.

Games related to physics such as Quantum Moves and a Slower Speed of Light aim to improve intuition in complex physical concepts such as quantum mechanics and special relativity.

Games like the Patrician, games based on trade and commerce, encourage players to build and develop a trading empire that manages the extraction, processing, transportation, and exchange of resources in a limited area.

Games provide the basis for solving and overcoming challenges. They allow the players to "fail", which means that through a combination of difficult, fun, and personal qualities, the students want to continue until they solve the problem. It may take some time to accomplish their aim, but as progress is made, the students' motivation to learn increases. Students may not even realize that they are learning through the game. Games must always provide something new and unknown to the players. Unexpected events and difficult choices make the player want to continue playing. Having interaction with other players in the game is what attracts the players to the games. This allows for continuous feedback from the other players and overcoming any levels of difficulty [11].

Positive effects. The educational potential of video games began to be explored after they entered human life at a great pace in the 1980s. The results of the study showed that the visual coordination and coordination of movement of players are better than those who do not play games. Earlier studies have also shown the importance of electronic games for children who find it difficult to master basic subjects and skills. The studies came to the following decisions:

– Video games help students to identify and correct their mistakes.

– The adaptability of video games and their management encourage players to study.

– Video games can be very useful in cases where it is difficult for students to concentrate.

– Forms discursive critical thinking.

– Fast feedback provided through video games helps to raise interest and, accordingly, increases the motivation for learning.

– Video games teach how to collaborate with other individuals and how to act in teams.

Video games are encouraging systems in which players are rewarded for solving problems and completing tasks when certain criteria are met. As a result, video games teach the youth how to think systematically. In addition to this, video games can continuously and automatically evaluate the students' abilities at any time.

Another advantage of video games is that they allow students who cannot show themselves during traditional lessons due to various reasons. According to Jane McGonigle, an online game is suitable for solving this big problem, more precisely – it facilitates communication with the introverted student, but also helps to establish a connection between the teacher and the student.

Negative effects. The main drawback of video games is that children spend too much time with gadgets. Children between the ages of eight and eighteen spend more than seven and a half hours a day on the media. Obviously, this can negatively affect children's face-to-face communication skills.

Some side effects of video games:

– Sometimes it is difficult for teachers to combine games with the curriculum that has been used before. Also, finding an informative and interesting game can be a challenging process. Many teachers have no experience in using the game in teaching. Studying through the game is not understood and not supported by skeptical parents, who are usually on the side of traditional teaching methods.

– Video games are associated with the leisure activities of the youth, which create tension between the virtual world of video games and the child's educational achievements.

– In addition to the possibility of creating problems because of less physical activities, games increase the dependence on devices. Unfortunately, students may lose their desire to study when the traditional approaches are used after getting used to studying through video games.

– The socio-economic situation of students can be affected by video games, and some habits may cause problems further in the quality of knowledge and qualifications.

– Usually, teachers have limited time to hold their lessons with each group due to curriculums, therefore the school system may not allow them to use those video games while teaching. Games that often offer the best educational content are the most challenging, accordingly, take a lot of time [12].

Eventually, we see that the use of video games in education has approximately equal pros and cons, and we should not forget that there are many possibilities to extend the positive effect over the negatives. Playing those games indeed has negative effects, but this does not mean that one should completely abandon the use of video games in the educational process. It means people must feel the responsibility while using them with the younger people and choose the right approaches.

Video games that can be used for teaching geography. Geography is one of the best subjects that can be taught with the help of the gamification method among all school subjects. It is impossible to imagine modern geographical knowledge without computer technologies, as all data is digitized, and geographical learning tools are computerized. For instance, teaching the map with the help of Google Maps is more convenient than using a traditional map, and using Google Earth is more convenient than a traditional Globe. In addition to the already created digitilized maps, students and teachers can create their own maps too (QGIS, Mapchart, GeoServer, MapServer, OSGeo).

There are many other ways to the application of video games in geography lessons. Nowadays, the internet is full of games and programs aimed at improving geographical knowledge. They can be divided into several groups: quizzes, tests, finding objects on maps, and video games that are not directly related to geographical education but provide different sources of knowledge that are helpful to broaden their horizons [13].

Examples of games that can be used in geography lessons:

– One of the first games that can be helpful during the lessons of geography is – Carmen Sandiego. It is a series of games released in the 1980s. The goal of the game is to identify Carmen Sandiego's followers from all over the world and then catch Carmen herself. The player starts the game going to the country where the first crime occurred, and then getting clues from various sources about where the criminal went next, leading to worldwide persecution to find the criminal before time runs out. During the game, the player travels to many countries, and accordingly, gains geographical knowledge through those adventures.

– The next example is - PlaceSpotting, which is an online game based on Google Maps. The server of this game is located in Switzerland and the game itself has English and German versions. International media have promoted PlaceSpotting as "challenging entertainment" and "an educational and very productive way to spend time online". The link to the game: placeSpotting.com.

– GeoGuessr is a game that shows a random panorama of Google Street View, and the player must detect the location on the map. The players are awarded a certain number of points depending on how well they managed to do the task.

National Geographic Animal Jam is about a fun virtual world that allows players to become their favorite animals. This game allows children to celebrate their individuality and use their imagination while traveling to many Jamaa countries. The link to the game: http://www.animaljam.com.

Another interesting game for teaching geography is Seterra. The entire game is divided into parts of the world, and within the division into countries, capitals, cities, rivers, and flags. When selecting a route, you will see a map where you will need to specify the location of

the specified country. The value of the game is approximately the same in Flag mode. The task of the player is to quickly determine which flag belongs to which country.

There are so many different apps related to geography on the internet. If teachers start using them in the learning process, they will vividly see a significant increase in the motivation of their students, and video games will significantly transform boring lessons into the more positive side. New technologies enrich and make geography lessons more appealing. By correctly integrating them into the geography lesson, they will increase the interest of the class is studying the subject.

There are some games in which geographical knowledge is not directly oriented, but still can be used in geography lessons. It is important to note that the effectiveness of every video game depends only on the skills of the teacher. Those games are given below.

Video games such as Minecraft and Portal are offered as platforms for teachers to experiment with their educational abilities. Minecraft is a game in which the user can create objects through the crafting system, while the Portal is a game related to physics: the player uses the laws of physics such as gravity and inertia during the game. These games can be adapted to the educational environment. For example, the game Minecraft is already used in education for different purposes. There is a special version of the game that was adapted for schools – MinecraftEdu, which is mainly used among teachers in the United States, Finland, and Sweden. Minecraft is used in conducting history and geography (you can create models of past cities and modern landscapes), physics, chemistry, and biology [14].

Pokémon Go is a game that uses Augmented Reality (AR) technology, and the main aim of the game is to determine the player's location. This game can be played by several players, like a role-playing game, and is developed by Niantic for iOS and Android devices. In the game, players use GPS-enabled mobile devices that help to detect, capture, fight, and train virtual creatures called Pokemons. Those creatures look like they are in real life with the player, but on the screen. The game allows the players to work with GPS and learn how to determine the direction of their team [15].

In the modern world, new ways to the applications of video games during the lessons are being developed and they are being widely used thanks to the advancements in the video game industry. The development of the VR\ AR technologies is already bringing a lot of innovations, and there are even predictions that in 10-15 years the development of this technology will bring the gaming industry, distance learning, and traditional education to a completely different high level. In October 2021, the CEO of Facebook (Meta since 2021) Mark Zuckerberg, presented the future vision of the virtual world and VR\AR technologies at the presentation of the future projects. "Meta is considering the education system from the new sector. Usually, people know that with the new glasses studying process becomes easier, more interesting, and more interactive. Thus our new approach, metaphorically speaking, will be like a new glass in the sphere of education. Future doctors and medical workers will be able to hone their skills with the help of the virtual world. Students who study astronomy will be able to study space objects thanks to augmented reality."

Currently, educational institutions use the virtual world in education. The examples are the Decentraland and Second Life worlds. Second Life is a social network that includes game elements, and also has a three-dimensional virtual world with millions of users. The game was developed and launched in 2003 by Linden Lab, a San Francisco-based company founded by Philip Rosedale. This is not a game in the usual sense, such as a virtual space with certain characteristics. Users act as virtual figures and they are called Avatars. How the Avatars look depends on the players, as they can choose their appearances. Users of this platform can rent land and transform those places according to their preferences. Thus, in this virtual reality, the users can see various places, such as medieval castles, and settlements of dwarves and elves. In addition to amazing places, there are many modern cities with developed infrastructure.

They include institutions built by firms to sell their goods and services; urban scenes used by politicians to communicate with voters; and museums and theaters that showcase unusual works. Organizations run campaigns to encourage users to participate. Among them, educational institutions use the virtual world to accept educational offers and conduct classes. Some universities in the United States and Germany even have boards on the Second Life program. For example, the Goethe-Institut offers cultural and educational language courses. For participation in paid courses, as well as for the purchase of goods, the virtual currency, which is fixed on the dollar, is used as Linden Dollars.

Conclusion. In conclusion, video games have become one of the most effective educational tools in the age of Information Technology. They have more potential and risks at the same time, however, they are the best tools among all other tools that can motivate students. Another important aspect, whether it is about the application of video games or programs in the classroom, it is essential to remember that the final result depends only on the teacher's skills. The use of video games in education has not yet become the viral way of teaching new skills, although it has been going on for a long time. The main reason for this is the specifics of video games and how their usage of them lowers the level of interaction between teachers and students. However, the development of the video game industry and technology is opening the door toward the application of video games in educational institutions.

As for the use of video games in teaching geography, teachers can open a lot of opportunities and an engaging world for students, nevertheless, it is impossible to cover every topic with the help of games. Some topics and skills are impossible to master only by using such programs. Advanced technologies will lead to great results if the teacher chooses and learns well the programs and becomes an expert in using those programs; if they adapt those games according to the curriculum of the school.

References:

[1] Ivanova N.A., «Motivation of online gaming in the context of the theory of self-determination», Bulletin of St. Petersburg University. Series 16 Psychology Pedagogy. 2020. – 15-18 p. https://disser.spbu.ru/files/2020/disser_ivanova.pdf (Accessed: 7.12.2021)

[2] Abt C.C., «Serious games: The art and science of games that simulate life», USA: New York Viking. 1970. 5 p. https://journals.sagepub.com/doi/10.1177/104687817000100406 (Accessed: 2.01.2022)

[3] Education Edition https://minecraft.fandom.com/ru/wiki/Education_Edition 2020 (Accessed: 8.02.2022)

[4] Vetushinsky A.S., Salin A.S., Galanina E.V., "Vıdeo games: an ıntroductıon to research", Tomsk -2020. 6-7 p. https://cyberleninka.ru/article/n/okoloigrovye-fenomeny-kak-forma-sovremennogo-mifotvorchestva/viewer (Accessed: 2.04.2022)

[5] Galanina E.V., Vetushinsky A.S., "Measuring the Heroic and the Monomyph in Video Games", 2019. 34-35 p. https://cyberleninka.ru/article/n/izmerenie-geroicheskogo-i-monomif-v-videoigrah/viewer (Accessed:13.03.2022)

[6] David L., "The Making Of Carmen Sandiego", Kotaku, 2018. 2-5 p. https://kotaku.com/the-making-of-carmen-sandiego-1804490410 (Accessed: 2.03.2022)

[7] Laine T., "Mobile educational augmented reality games: A systematic literature review and two case studies," Computers, 2018. 2-4 p. https://www.mdpi.com/2073-431X/7/1/19/htm (Accessed: 14.06.2022)

[8] Chou Y.K., «Octalysis complete Gamification framework», 2018. https://yukaichou.com/gamification-examples/octalysis-complete-gamification-framework/ (Accessed: 18.12.2021)

[9] Kalinauskas I.N., «The Way to yourself. Games of everyday life: The Return of Power», Athena, 2012. 45-60 p. http://nkozlov.ru/book/psychology-d4536.html (Accessed: 15.11.2021)

[10] P. Kayua, Games and people. Articles and essays on the sociology of culture, 2016, 17 p. https://www.researchgate.net/publication/306028819_Game_in_the_Philosophy_of_Roger_Kyua_Between_Instincts_and_Culture (Accessed: 22.07.2022)

[11 Richard E. Mayer, Annual Reviews6, "Computer Games in Education", 2019, https://www.annualreviews.org/doi/pdf/10.1146/annurev-psych-010418-102744 (Accessed: 6.07.2022)

[12] Teemu H. Laine and Renny S. N., "Designing Engaging Games for Education: A Systematic Literature Review on Game Motivators and Design Principles", 2020, 805-807 p. file:///C:/Users/%D0%91%D0%B0%D

0%B3%D0%B8%D0%BB%D0%B0/Downloads/Designing_Engaging_Games_for_Education_A_Systematic_Literature_Review_on_Game_Motivators_and_Design_Principles.pdf

[13] Steven L. «The Ultimate History of Video Games — Three Rivers Press», 2001. 105-117 p. https://www.amazon.com/gp/product/0761536434?ref_=dbs_m_mng_rwt_calw_tpbk_0&storeType=ebooks (Accessed: 12.07.2022)

[14] LightBot, Inc., "LightBot." [Online]. Available: https://lightbot.com/ (Accessed: 6.07.2022).

[15] Pokemen Go, "Video Games", 2020 https://www.pokemon.com/ru/app/pokemon-go/ (Accessed: 18.02.2022)

Географияны қашықтықтан оқытуда бейне ойындарды пайдалану мүмкіндігі

Б.Б. Садықова[1], Ұ.Ә. Есназарова[1], А.А. Тоқбергенова[1]
[1]Әл-Фараби атындағы Қазақ ұлттық университеті
(Алматы, Қазақстан)

Аңдатпа

Мақалада бейне ойындардың қазіргі өмірдегі рөлі және даму тарихы, сондай-ақ географияны қашықтықтан оқытуда бейне ойындарды пайдалану мүмкіндіктері қарастырылған. Бейне ойындарды білім беру саласында қолданудың даму тенденциялары айқындалған. Бейне ойындарды білім беруде пайдаланудың артықшылықтары мен кемшіліктері, бейне ойындарды оқу процесінде пайдалануға мысалдар келтіріліп, анализ жасалды. Қазіргі уақытта дүние жүзінде білім беруде қолданылып жүрген бейне ойындар анықталып, зерттелді, бағдарламаламалар сипатталды. Бейне ойындар ақпараттық технологиялар ғасырында білім берудің эффективті құралдарының біріне айналған, бірақ басқа технологияларға қарағанда үлкен мүмкіндіктері мен тәуекелдері бар, соған қарамастан оқушыларды ынталандыруда басқа технологиялардан әлде қайда алға озады. Бейне ойындарды білім беруде қолдану көп уақыт жүріп жатқанымен жалпыға бірдей қолданысқа әлі енбеген. Тағыда бір маңызды қыры бейне ойындар мен бағдарламаларды сабақта пайдалану мүмкіндігі және соңғы нәтиже тек мұғалімнің шеберлігіне байланысты болуы. Бұл мақалада біз география пәнін оқыту кезінде бейне ойындардың түрлеріне анализ жасап, қолдану кезінде тиімді болатын түрлерін де ұсындық.

Түйін сөздер: бейне ойындар, білім беру, ойын, инновациялық технология, бағдарлама, дербес компьютер, виртуалдық әлем, бала психологиясы.

Потенциал использования видеоигр при дистанционном обучении географии

Б.Б. Садыкова[1], У.А. Есназарова[1], А.А. Токбергенова[1]
[1]Казахский национальный университет им. Аль-фараби
(Алматы, Казахстан)

Аннотация

В статье рассматривается история развития такой важной и неотъемлемой части современной жизни, как видеоигры, а также возможности использования видеоигр в дистанционном обучении географии. История развития видеоигр раскрывает тенденции их использования в образовании. Выявляются преимущества и недостатки использования видеоигр в обучении, на конкретном примере описывается использование видеоигр в учебном процессе. Описывает видеоигры и программы, используемые в настоящее время в образовании по всему миру. Видеоигры в век информационных технологий стали одним из действенных средств образования, при этом имеют большие возможности и риски, чем другие технологии, тем не менее опережают некоторых технологии в стимулировании учащихся. Использование видеоигр в образовании еще не вошло во все общее употребление, хотя уже давно актуально. Еще одним важным аспектом является возможность использования видеоигр и программ на уроках, в которых конечный результат зависит только от мастерства учителя. В этой статье мы также проанализировали виды видеоигр при изучении географии и предложили те, которые наиболее эффективны при использовании.

Ключевые слова: видеоигры, обучение, игры, инновационные технологии, программное обеспечение, персональный компьютер, виртуальный мир, детская психология.

Received 11.08.2022