

## GAME TECHNOLOGIES IN TEACHING GEOGRAPHY: A SYSTEMATIC APPROACH

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Currently, gaming technologies have been widely used in geography lessons. The introduction and operation of various types of gaming technologies is aimed at solving educational and developmental tasks. Various games, including educational board games, contribute to the development of cognitive interest in the study of geography, the students in the geography lesson activate their learning activities and the formation of an active, creative personality of the student. Out of all this, games often assume the nature of problem-based learning, where there is an initial question that suggests a clear answer from the student, but the paths to the solution are not clear.

The purpose of the study is to consider the role of a systematic approach in game technologies for teaching geography.

**Material and methods.** Numerous game technologies involve mutual learning, since such games often belong to group forms of work. These games allow students to test and consolidate previously acquired knowledge, as well as to acquire qualitatively new ones, to deepen the study of the geographical map. The development of materials for a geographical board game should include an original game concept so that the game is always interesting and non-trivial. The following methods were used in the study: system method (system approach), component analysis method, comparative and descriptive methods.

**Findings and their discussions.** At the moment, an alternative has appeared to deepen their use and develop technological gaming complexes for other courses and subjects. The operation of gaming complexes and systems already developed and described in the literature is difficult. Any teacher is obliged to independently decide which game complex to use correctly, based on the content of curricula and the content of textbooks. The experimental models described in the literature can serve as a basis for creating your own complexes [3; 4].

All human talents develop in the process of his life. The development of cognitive abilities of students occurs in the organization of their vigorous activity. The competent use of methods and techniques that could ensure the high activity of the student in learning, their ability in educational cognition is the main means of developing the cognitive abilities of students.

According to a number of psychologists, a student begins to study only when he has a desire. When a student has no desire, understanding of the purpose and task of the lesson, then he studies under duress, the student does not enjoy the learning process. Game technologies will help to correct this situation, which will increase the motivation of students to study geography, without using censure or moralizing [1; 2].

The use of gaming technologies in the process of teaching geography contributes to the creation of comfortable conditions for the student, when students interact with each other, play out various life situations [5].

Through participation in board and role-playing games, students come to a consensus based on empirical experience. It follows from this that in the lessons of geography, teachers create situations of problematic learning or problematic tasks and assignments that are difficult for students to perceive and establish an atmosphere in the classroom that helps the emergence of a teaching that is significant for the student. In the course of analysis and communication, trusting and emotional contacts are established between students, they learn

to work in a team, a sense of their own importance and mutual understanding appears, and nervous tension decreases.

The essence of the game lies in its conventionality. The game is not the essence of real life, it is a convention that is organically part of real life. The game concept of the game is that it lays the potential for the free manifestation of the student's activity in a game situation, as an independent type of learning activity.

Geographic educational games allow students to simulate various actions in space, make decisions and justify conclusions, create various projects, learn the rules of behavior in society and in nature. Game technology in a geography lesson is an active form of the educational process, in the course of such games a certain location and situation of the present or past are created, personalities of individuals who lived in the distant past can also be used [6].

Specifically, geographical games have a huge number of features: by purpose, by the number of students, by the nature of the activity. When using any game technology in a geography lesson, it should be remembered that the main motive of the game is the process, not the result.

A methodically competently and organically planned board game will require sufficient time for the preparation of students. Students may not understand the task the first time or forget the rules of the game, you need to pronounce everything very clearly and remind the players during the game [7; 8].

Game technologies in the geography lesson and in extracurricular activities transform the priorities in the educational process from the development of knowledge to the improvement and comprehensive formation of the student's personality. An important aspect is the use of various creative tasks during the game, which can affect the potential and abilities of students. As a result, in the process of the game, the qualities of a creative personality are formed.

**Conclusion.** Ultimately, from a trivial lesson, the lesson develops into creativity, a flight of thought, and this contributes to the formation of a cognitive interest in geography, aesthetic and mental pleasure. This type of learning activity will be feasible even for a weak student, but a weak student can become a leader and winner of the game, when quick wits and resourcefulness are more important than knowledge of the subject. The atmosphere of enthusiasm and coherence, a sense of equality, a sense of the feasibility of tasks, this is what enables students to overcome shyness, and has a positive effect on learning outcomes.

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