

The Importance of Digital Games in Learning

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ABSTRACT

This article analyzes educational digital games that can be an interesting way to study complex subjects that students usually do not prefer. In this exercise, several educational digital games are used as an educational tool that allows the learner to learn and understand complex subjects without undue stress.

KEYWORDS: *digital games, teamwork, training, development, goal achievement.*

Digital trends affect all spheres of modern life. Information technologies are being introduced into almost all structures of people's lives. Computerization has influenced the teaching methods of various subjects in the field of education. The relevance of this topic is increasing every year due to the possibility of introducing new digital technologies into the educational process, including mobile and cloud ones, computer and mobile learning games are increasingly being developed and used.

The rapidly changing world is characterized by significant conflict between the generation of teachers and the generation of students. The generation of modern schoolchildren and students can be called "digital generation", "natives of the digital world". Young people are developing at a rapid pace, quickly mastering huge information flows, a variety of devices that provide work with information and communication technologies. The older generation must be constantly re-educated and adapted to the completely changed conditions of work and life.

Computers brought knowledge to the masses, and today's children are the digital generation: they are born in a society where "numbers" play a big role. A whole generation of teachers are strangers in this world, but they have yet to master its laws. "In order to change this distribution, it is necessary to reconsider the role of the teacher, who has become a professional navigator, and not the only source of knowledge.

Serious changes in the personal, behavioral and cognitive development of modern youth under the influence of electronic media require a fundamentally new approach to the development of content and educational technologies.

Based on the similarities and features of games for different age groups of students, it will be possible to formulate recommendations for the development of new digital gaming solutions. To classify computer games for learning, first of all, it is necessary to distinguish between the following features: the age of students, academic discipline, subject matter, and types of games.

Most children and teenagers love video games and computer games. It has become the way of life of modern people. They spend many hours playing games and improving their skills. This scenario

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forced teachers to think, learn and define the relationship between learning and games. However, the number of studies conducted in this area is extremely small [1].

Educational games can be divided into 3 categories. For example:

- non-digital games;
- digital games;
- group digital games.

The first number games in the world appeared in the USA about thirty years ago. Soon after the spread of the Internet around the world, digital games also became entertainment for every teenager [2]. By 2000, digital games had become an integral part of children's lives. Children born in 2000 no longer know a world without networks, unlike those born in the 1990s, they breathe the digital world. In 1987, researchers prepared a guide to participation in educational games [3]. This guide consists of 4 paragraphs:

1. The task is created by clear, specific goals that belong to the student. Unspecified consequences create problems, offering varying degrees of complexity, hidden information, and possibilities. Performance feedback should be frequent and supportive. Finally, the activity should instill in a person a sense of competence.
2. Curiosity manifests itself in two different processes: emotional curiosity and cognitive curiosity. Predominantly visual and sound effects in computer games can increase emotional interest. When students are surprised by paradoxes or incompleteness, it breeds curiosity.
3. Control manifests itself in the student as a sense of independence and control. Part of the opportunity, choice and power subsidizes the function of managing the learning process.
4. Fantasy covers the emotions and thought process of the reader [4]. Fantasy not only requires the emotional needs of the reader, but also includes an appropriate description. Finally, fantasies must have an inseparable connection with the material.

Management of risks. Digital games are designed to operate with the risk of failure. Players can restart the session in case of failure and play again to reach a new level. This is to encourage the player to take risks, learn and try new strategies. In a familiar environment, students usually do not see risk, exploration, and failure.

Solve problems. The most common thing you see in a game is "difficulty". These missions provide the player with experience in problem solving. When one problem is overcome, the game throws another problem that can force the player to think and rethink in order to reach the goal.

Permanent memory. Games engage the player and force them to remember and re-learn their previous moves. Activities such as crossword puzzles or the wheel of fortune.

Competencies based on practice. Many games require skill to win a higher level or unlock another quest or item. Therefore, the player tries to make every effort to achieve higher results in order to get more opportunities or advantages in the game.

Working with a team. When a player plays a multi game, it is advantageous for him to play with other children with different skills. It also develops teamwork where these players can combine or share their individual skills for the benefit of the team.

Knowledge Exchange. When a player participates in a game, he must know how to control the game and where the player must go. In multiplayer games, when one is playing with their team, the team should be given basic knowledge of how they should win and at what stage.

Based on the general situation and based on the sum of all the facts mentioned and presented above,

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it can be concluded that today, although the method of learning through digital games does not yet exist, it has great potential for its existence. This teaching method has the highest "efficiency" for students.

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