LEARNING TROUGH GAME[4]

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Abstract
The main goal of this paper is to help teachers in the modern conditions to choose the most appropriate, most approachable and the most interesting learning model, which will also contribute to acquiring knowledge, developing personal and social skills, and also developing values by the students.

In the first part it is highlighted the importance of the game in the learning process as an opportunity to create positive interdependence and cooperation and active participation in solving the problem that is presented by a game.

In the second part it is shown an example of a micro-methodical model in which a didactic game is part of the learning process.

Keywords: didactic game, teaching, learning.

"The reason most kids do not like the school, is not that school activities are very difficult, but because they are boring."

Learning through game is an innovative model through which students realize educational tasks by a game that contains a perception of freedom and free will. The game is a basic activity for the children in which children get to know the outside world, the environment and the human activities. Through the game students develop senses and create a learning foundation. Contemporary teaching, which goal is developing a versatile personality, sees the game as an opportunity to make children active. Through the game students can easily learn the subject. Didactic teaching games contribute to a more diverse and interesting teaching, and it strengthens the motivation for learning. Teaching through game should not be filled only with fun activities and games, the game should be designed so that the fun, the recreation and the relaxation time are leading to learning. The activities through the game and the learning activities and their mutual connection should have clearly defined educational goal. That educational goal should be materialized in a pedagogical result that will be in accordance with established pedagogical standards. The meaning of learning through game is the pedagogical benefit of it i.e. the acquired knowledge, skills and habits.

Learning through game has the following advantages:
- increased concentration and attention from the students;
- positive attitudes among students for this type of teaching;
- greater activity among students in the relationship to other forms of learning;
- less tiredness among students;
- greater motivation among students;
- increased interest for the lessons;

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[4] Specialized paper

- greater inclusion of students with disabilities in the classroom.

Unlike the game itself, learning through game has clearly set goals of teaching and pedagogical results. Creating games for learning in the class is encouraging and stimulating the learning process. In the contemporary teaching the game is used as an activation and intensification of the teaching process. It may be used in an entire lesson or part of the lesson; it can be used in regular classes, and also in extracurricular activities.

Learning through game is enabling an entire personal development. One of the characteristics of teaching through game is active attitude of the student towards the content of the teaching, the student has the importance of a subject in the teaching process.

Pedagogical significance of learning through game is:
- development and expression of fantasy;
- development of thinking;
- development of ability to plan;
- developing organizational skills;
- developing skills;
- developing Initiative;
- developing a culture of behavior in social groups;
- gives an opportunity for showing individual characteristics;
- outlines the characteristics of the collective;
- contributes to the development of all types'of education: intellectual, physical, aesthetic, moral and work.

The use of games in teaching requires properpreparation by the teacher. First, the teachers must determine the goal that they want to achieve by applying a particular game in the classroom. Then they need to familiarize students with the purpose and rules of the game. The game should beadjusted to the age, abilities, interests and needs of the students. The teacher should take care of the dynamics of the game (the tasks should notbe too long), the time period (the game should not become boring), teaching aids and resources (those that are available or prepared by the teacher, or with the students and their parents). Teachers should be careful to remain the content of the game dominant all the time without having to replace the rules, the goalsor the technical details. The game should not turn into a competitionwith a goal of a victory only by some students.

The teacher should prepare and coordinate the game in which his pedagogical-educational role is hidden. He is no longer an authoritarian entity for the class. For successful implementation of teaching through game the teacher should fulfill the following tasks:
- appropriate selection of games depending on the age, the composition of the players, their interests and the actual conditions;
- the suggestion and selection of games can be done through questions, through a notice, call for audition and so on. The rules of the game are also made through a suggestion;
- the usual appearance of the classroom should be changed for the game ;
- division of roles can be done by drawing lots or it can be voluntarily;
- the development of the situation involves support of the players and coordination of the activities;
- publication of the results is mandatory after the game.

Our teaching practice shows that the representation of activities through game is insufficient and often represented in the first two grades. The possibility of their application is limited because of "the seriousness" of the tasks that students need to realize or because of the "intellectual" learning techniques that exclude the game form as a way and form for acquiring knowledge.

Didactic design of a micro-methodical model for teaching through game

Didactic design of micro-methodical models in our study supports the learning through game, which gives optimal results in learning in the early age.

The design of each micro-methodical model separately starts from setting goals that are consistent with the objectives stated in the existing curriculum. The idea of designing every micro-methodical model is the ability to correlate the contents of different subjects, and also the possibility of their implementation in different subjects.

Implementation of micro-methodical models in teaching contributes to understanding of the learning as an active process, in which there is two-way communication, teaching with poly-methodic and polymorph, in which the central part is learning through game.

The choice of planned activities are appropriate to the developmental level of students, respecting the principle of individual differences in terms of the potential for learning. Activities are classified as: introductory activities, activities for preparing and figuratively speaking, the main activities. The function of the first and the second type of activities, can be defined for mutual introduction of the participants, for motivation to work and to create social and emotional climate easy for work (introductory activities) or warm-up activities (relaxation, creating good mood, raising energy). The activities which are emphasized are those through which participants are introduced to the theme and objectives of teaching, in which personal goals and work rules are established, which because of its focus on the work itself can be separated as separate activities. They somehow represent a direct introduction to the implementation of the so-called central activities that fulfill basic educational goals such as: activities of acquiring knowledge, application activities, activities for checking knowledge and repetition and planning activities.

The model of learning through game sees the lesson as a workshop in which for the realization of the activities are used diverse didactic instruments, which means there is diversity in terms of teaching methods and forms, planned activities and course content that are adapted to the age and abilities of students. The workshops begin with an introductory didactic game that has a main goal to create a positive emotional atmosphere and experience necessary for successful realization of the workshop. The opening games can be applied and combined with different teaching contents. This category contains didactic games for presentation and introduction, warm-up games and relaxation, games that encourage self-affirmation and games that are used to distribute students into small groups. These didactic games increase self-awareness and awareness of the others and of the relationships with others, so that the mutual trust that is built through these games helps with developing a positive atmosphere and opportunity for cooperative activities.

The main goal of the games for presenting and introducing is to imagine the class as a workshop in which through interesting tasks the students are encouraged to learn something new about their classmates. These games give students opportunities to constantly experience each other on a new, different way.

Didactic games for warming-up and relaxation, as well as games that encourage self-affirmation are enabling students to make the transition from the previous activities to those that follow, helping to overcome boredom and to direct attention to the next activity. The purpose of these games is to make students relaxed, and thus to increase the positive experience of the teaching content.

Didactic games that primarily serve to divide the students into small groups are aimed to avoid same students always working together, allowing groups to be formed on easy and fun way. These games are enhancing the activity of the students and are especially good if they are applied after a long verbal activity, which particularly is in frontal teaching form.

The game is also applied in the final part of the workshop which allows students to have fun and leave the workshop in a good mood, but also helps students to summarize and to arrange knowledge acquired during the workshop. The basic function of all games in the final part is having fun, leaving the workshop in a good mood, but also helping students to summarize and to arrange knowledge acquired during the workshop.

A special type of final games are the games of evaluation. The purpose of these games is that the teacher can obtain information on how the students liked the implemented activities, or how they valuated the activities.

The main goals and contents which actually represent central activities are implemented by using various interactive methods, exchange of experience, freedom of expression, learning through exploration and problem solving situations that allow students to develop their expression, imagination and intellect on a fun way.

All micro-method models are using an interactive techniques and strategies that create positive interdependence, create positive social attitudes, interpersonal and team abilities. Many of the activities respect the model of learning through game, putting the game as an important part of the learning process, especially in the opening and the closing activities.

We will show an example of a micro-method model of teaching that is used on a Introduction to the Environment class.

Protocol for micro-methodical model - Friendship and cooperation
Grade: III
Teaching subject of realization: Introduction to the Environment
Correlation and application in other subjects: Macedonian language, Life skills, Art, Physical education and health.
Time of completion: 45 min. (a lesson).
Objectives (goals):
Students:
• to understand that people who live and work together share certain relations (respect, friendship, trust, cooperation);
• to gain knowledge about the characteristics of close friends;
• to understand the meaning of friendship;
• to understand the need for friendship as an important part of the life.
Types of activities:
Didactic game "What I like about you ... " , making wall passport, educational game "A friend is ..." technique "Five rows", and game for relaxation "Handshake".
Resources for teacher: board, colored chalk, white poster board, adhesive, markers, card with pictures.
Materials for the teacher: Worksheet for realization of the didactic game "A friend is ..."
Resources for student: personal photos, notebook, pencil, colored pencils, card with pictures.

Realization of the micro-methodical model:
Students sit in a circle and this kind of distribution demonstrates a model that contributes to developing a positive atmosphere, creating unity of the group, possibility of cooperative activities and effective listening. The lesson is designed as a workshop where the teaching contents are realized through didactic games, through application of poly-methodic and polymorphic approach.

Lesson begins with an introductory didactic game "What I like about you ..." which has the context and function of the main goal of the class. All students sit in a circle. Every student should try to present the student sitting by his right in a positive manner, telling his name and something that he likes about that student. For example: "This is Anna, I like her because she is cheerful." Main goal of the game is encouraging students to learn something new about their classmates on a fun way and also it is giving an opportunity for the students to experience each other on a new different way.

After that the teacher puts the white poster board in the classroom with the Wall passport on which are glued personal photographs of the students and below them are written the positive comments that are said in the game "What I like about you ..."On that way the students will meet daily with the positive comments that encourage mutual support and acceptance.

For the following didactic game "A friend is ..." it is prepared a worksheet on which is presented a list of situations and features that students need to evaluate as friendly or not. Each student gets one card on which is represented a symbol of a smiling face and another card on which is represented a symbol of a sad face. The teacher reads a variety of sentence completion "A friend is ...". After each sentence the students agree with lifting the card which symbolizes smiling face and do not agree with lifting the card which symbolizes the sad face. Than a discussion is made about which characteristics are acceptable as positive, and which are not and why.

> **Conclusion:** Friendship means having friends. Good friends like each other, are helping each other, are keeping each others` secrets, have respect, and they stay together in the good and the bad. Many friendships last for a lifetime.

The five rows techniqueis a technique whose application performs synthesizing information into concise terms, which describes the realization of the content and thus represents its reflection. The purpose of the application of this technique is to encourage students to critical thinking. By applying this technique the teacher is usingshort, clear and concise presentation of the contents, showing the essence of them, by connecting the two basic concepts that students should adopt: the friendship and the cooperation. The five rows technique is planned by the teacher together with the students and it is written on the board, and the students write it in their school notebooks. The presentation of this technique looks like this:

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Title, one basic term	friendship
Description of the term with two words (adjectives)	_____ _____
Three actions (verbs)	_____ _____ _____
Caused feelings (four words)	_____ _____ _____ _____
Link with the basic term	cooperation

At the end it is advisable for the teacher to plan a short final game for relaxation. The purpose of this game is to relax students, and thus increase the positive experience of the teaching content. Relaxation game "Handshake" is a short simple game, which takes few minutes. The task for the students is to handshake each classmate from the classroom, but without talking. Students move freely around the classroom and when they meet someone, they

have to imagine it's their dear friend whom they have not seen in a long time and they have to greet warmly. Once all of the students handshake each other, they all return to their seats.

Worksheet for the teacher: "A friend is ..."

1. A friend is someone with whom I share my secrets.
2. A friend is someone who listens to me while I'm talking.
3. A friend is someone who hits me.
4. A friend is someone who offends me.
5. A friend is someone with whom I am always laughing.
6. A friend is someone who is always helpful.
7. A friend is someone who is always slandering me.
8. A friend is someone with whom I spend leisure time.
9. A friend is someone who shares nothing with me.
10. A friend is someone who cares for me.
11. A friend is someone who is honest.
12. A friend is someone who is not mocking me.

Card with picture - working material for the student
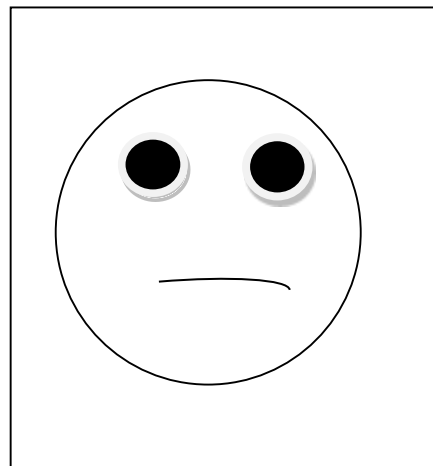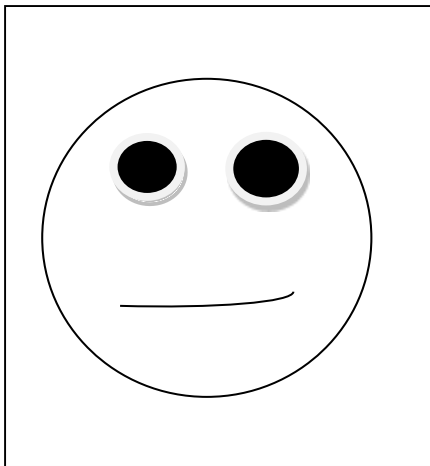
Conclusion

Contemporary education has features of polymorphous, both in terms of the forms and the methods, and also in terms of creating teaching situations which have active participation by the student, collaborative role of the teacher, integrating teachingcontents, the process of the activities performed by the student, intensive interactive relationships between entities in the teaching and so on. The positive interdependence that develops in the game, simultaneously encourages individual responsibility for students own learning and active participation in solving the problem that is presented by the game.

The working atmosphere which is accomplished through the activities by the game is putting students in a position to build positive, tolerant and friendly relationships with their classmates, and also to form positive opinions about themselves and their own capabilities.

Didactic teaching games contribute to a more diverse and interesting teaching, and they booststudents' motivation and interest in the activities that are realized.

The selection and the choice of the activities where the game is aimed for learning require greater involvement by the teachers, more motivation and creativity, more time, energy and labor and preparation of the materials.

In informal conversation teachers usually believe that their success in their profession is performing transmission of knowledge which is scheduled to be adopted.

But they must recognize that the success of the work is far beyond a simple measure of the amount of the accepted facts and it is important that they have serious responsibilities over many other things. The sooner they open interest in the wide field of activities that are intertwined and mutually complemented, the sooner they raise the level of efficiency of educational work, and thus they can achieve more efficient and better learning.