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ELEMENTARY SCHOOL TEACHERS' VIEWS ON GAME-BASED LEARNING AS A TEACHING METHOD

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Annotation: game-based learning (GBL) helps students improve their problem-solving skills and enables them to interpret their own society, nature, and the world around them through experience. The game provides information in a relevant context or setting. That is why it is very important for social learning courses, classroom leisure activities, games and sports activities, which are designed to train students to become active members of the classroom.

Key words: elementary education, game-based learning, elementary school teachers' opinions.

Games can help students develop the knowledge, skills and values necessary to become active members of the classroom and even society. At that time, teachers played a vital role in the learning process of students in games. When teachers choose appropriate games related to their teaching goals and effectively organize the GBL process, lifelong learning can be provided so that students can find interesting and interesting courses (Gözütok, 2000). However, it is difficult for students from elementary school to concentrate on abstract concepts. This is why educational games are usually prepared for elementary school students (Sevinç, 2004). In addition, the game is based on a student-centered educational method, and students learn through practice and interactive practice.

GBL is a good tool to encourage innovative teaching practices. In fact, the literature shows that the game has the qualities to promote students' learning by providing a challenging experience to promote inner satisfaction, and provides real learning opportunities by allowing students to freely explore the environment in kinds of environmental risks (Frossard, Barajas and Trifonova, 2012). In addition, it is also integrated with education and information technology. With the popularity of e-learning, more and more GBL applications. In GBL, course content is mapped to be playable to provide a virtual learning environment. Repeated self-study and continuous interaction and feedback can increase the interest and motivation of learning. Therefore, GBL can effectively achieve the learning purpose. (Ching and Chung, 2012). In addition, it provides realistic tasks and environments that challenge and support the critical thinking process of learners and encourage the attempt of alternative points of view or methods without bringing substantial risks to the players (DeKanter, 2005).

Research results show that teachers understand GBL as learning from media and computers through social learning, cooperative learning, and educational games. It can be said that schools of low and a half socioeconomic status have more teacher definitions of GBL that overlap with the literature. GBL can be defined as learning by doing things and cooperating in the social media process to acquire knowledge, skills, and make students



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active (Squire, 2003). Teachers in schools with a high socioeconomic status define GBL as ". ." It can be said that this is due to the lack of knowledge and experience of teachers about the scope and principles of GBL.

From the teacher's point of view, the GBL method can be implemented in the primary school curriculum. Teachers explained that students are happy to be active in the game, and the game is suitable for all elementary school courses as a teaching method. In physical education and its activities, social studies and children's literature, teachers often combine learning with games. Game-based activities are classified into online learning activities, educational games, role-playing games, and creative theater. In addition, they claimed that the game is making a connection between the curriculum and social life, and supports lifelong learning, and the students are happy to be active in the game. The results show that the GBL system has significantly improved the academic performance of students. For long-term learning, the application of the GBL system in the classroom environment is feasible and useful. In future work, we hope to use more multimedia functions to enrich the graphics and content of the game, in order to improve the learning motivation of students (Ching and Chung, 2012).

On the other hand, teachers from schools with low socioeconomic status said that games take a long time in the learning process. It can be said that the game takes too long due to differences in students' academic performance and development. The most important thing is that over time, teachers will encounter problems, student behavior problems, there are no game organizations, and students are unwilling to participate. The research results show that time arrangement is one of the important issues facing teachers. To be sure, teachers in schools located in areas with higher socioeconomic status pointed out problems in the GBL process. Güneş (2010) noted that external learning activities need to be carefully planned and evaluated to be effective.

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