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An Analysis of the Effect of Educational Games on Cultivating Students' Interest in Subjects

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Abstract: The analysis of the impact of educational games on students' interests in disciplines requires consideration of the importance of the discipline's interests and the potential role of educative games in this regard. Subject interests have an important impact on student learning and development. The degree of interest of a student in a particular subject can influence his/her learning motivation, attitude and achievement. Therefore, the cultivation of students' interest in the subject has been a constant concern of educators. Educational games, as an emerging teaching tool, have great potential to develop students' interest in the discipline. Through the game-oriented learning method, educational games can stimulate the student's learning interest, enhance the learning motivation, and improve the learning effect. However, the practical effects of educational games on the cultivation of interest in the discipline require further research and analysis.

Keywords: Educational games, Primary school students, discipline, interests, cultivation effect

1. Introduction

With the rapid development of science and technology, the field of education is also constantly innovating, in which educational games as a new and interesting teaching means are increasingly getting attention. This paper will explore the "Education games on the development of interest in the discipline of primary school students" and analyze the role of educational games in the cultivation of interest in school discipline [1].

Educational games not only have a prominent intellectual, entertaining and educational character but are also able to convey a strong attraction, influence and influence to primary school students through contextual learning experiences. In this context, educational games are seen as a potential tool to stimulate a strong interest in the discipline of primary school children. Through an in-depth study of the use of educational games in teaching, we will analyze their impact on the cultivation of discipline interests, explore how to scientifically and efficiently apply educational games, improve the discipline learning experience of primary school students, encourage students to better understand and love various disciplines in a relaxed and enjoyable atmosphere. The study is expected to provide educators with useful insights to promote the wider application of educational games in the development of interests in primary school disciplines [2].

Educational games can develop the knowledge, skills, intellect, emotions, attitudes, and values of the game users, and have a certain educational meaning of computer games software. Interest is an

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individual's attitude and tendency to approach, explore something and engage in a particular activity, also known as "hobby", a form of expression of individual orientation. Interest plays an important role in human psychological behavior [3]. When students are interested in something, students pay special attention to it, and students observe it sharply, remember it strongly, and be thoughtful and emotionally active.

This paper focuses on educational game design, including the development stage of design ideas, design theory, design methods and so on. Specifically, it emphasizes the balance and integration between educational character and fun in educational games. The review also identifies limited areas of research in the existing literature and outlines further possible studies in educational game design [4].

While attention plays a key role in the learning process of educational games, this paper examines the impact of computer games on adolescent attention through a questionnaire survey, starting from three attributes of attention, and then analyses the effect of video games on attention, based on which strategies are proposed to use children's attention. In general, there are two tendencies in the definition of the concept of educational games: Auxiliary Tools - Educational games are "a set of tools and methodologies that transform the experience of life and pleasure into the purpose and means of learning" [1]; "theory and practice that combine the life experience of learners with their development as a goal by designing, developing and managing appropriate technical scenarios and resources" [5].

Software Media – Educational games are “the intrinsic motives of educational software + mainstream games” [3]; they are “digital media using computers, networks, multimedia and so on... computer games with a certain educational significance” [6].

In addition to disciplinary education, educational games have great potential in the field of special education, advanced cognitive capabilities, social skills development, and emotional value cultivation. With the rapid development of information network technology, the era of traditional school-centric education has ended, and human society has entered the "post-education era" to the integration of people, education and life. The educational game is an attempt to bring the development of the learner back to the natural form of human development. The game scenario created in educational games, the spirit of transcendence, equality and the right tension between freedom and limitation, not only helps to eradicate some of the bad things that exist in the current education but also makes it easier for both teachers and students to engage in the educational process as real individuals, to conduct a positive dialogue, to open themselves, to listen to each other, to understand each other and to attract each other [7].

2. The Use of Educational Games

The use of educational games in primary education has many advantages, which not only enrich teaching tools but also stimulate the interest and enthusiasm of students in learning. Here are some of the benefits of using educational games in primary education:

Stimulate learning interest: Educational games make the learning process livelier and more interesting through fun and interaction, stimulating students' interest in knowledge. This positive learning experience helps to develop a strong interest in the discipline, thereby increasing the learning initiative.

Promote diversified intelligence development: Game design can cover a variety of intelligence, including logical thinking, creativity, team collaboration, and more. Through different types of games, students can promote the comprehensive development of diversified intelligence, so that they can be trained and improved in all aspects [8].

Improve problem-solving skills: Educational games often involve problem-solving tasks that encourage students to explore and think proactively [9]. By solving the various puzzles in the game, students can develop the ability to solve problems and logical thinking.

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Increase interaction and collaboration opportunities: Many educational games have multi-person interaction or collaborative modes, through which students can work together in teams to solve problems, enhance communication and collaborative skills, and develop team spirit [10].

Reduce learning stress: Play is a relaxing and enjoyable form of learning that relieves the student's learning stress [11]. In a pleasant gaming atmosphere, students are more able to accept new knowledge and no longer consider learning to be a burden.

Individualized learning support: Through educational games, teachers can better understand students' learning styles and personality differences, and targeted individualized teaching support to help each student better adapt to learning.

In primary education, making full use of these benefits of educational games can make teaching more creative and fun, thereby enhancing students' learning effectiveness and interest in the subject.

3. The Application of Educational Games

In primary school teaching, the skillful use of educational games can stimulate the interest of students, enhance the understanding of disciplines and promote team collaboration [12]. Here are some recommendations on how to use educational games effectively in primary school teaching:

Clear Teaching Objectives: Before choosing educational games, teachers should be clear about teaching goals. Determine that the content of the game is consistent with the criteria of the discipline, ensuring that the game contributes to the achievement of educational objectives, not merely entertainment.

Integration of Teaching Content: Educational games should be closely linked to the content of the discipline to ensure that students can acquire meaningful disciplinary knowledge while playing the game. For example, the use of digital games in math classrooms, or language expansion games in language teaching.

Preparation and Testing in Advance: Teachers should carefully test the selected games before teaching to ensure that they are suitable for a specific age and teaching content. Get acquainted with the rules of the game and the operating process in advance to guide students more smoothly in the teaching process.

Establish Game Rules and Incentive Mechanisms: Develop clear game rules to ensure that students understand and abide by them. At the same time, an incentive mechanism was established to motivate students to participate actively and enhance their learning motivation.

Encourage Team Collaboration: Choose games that are suitable for team cooperation and enable students to work together to solve problems. This helps develop students' team spirit, communication skills and collaborative skills.

Moderate Guidance: In educational games, teachers can moderate the guidance of students, providing the necessary tips and guidance to ensure that students acquire the right disciplinary knowledge and skills in the game.

4. Reflection and Discussion

After the game, reflection and discussion is a very important step. Teachers can guide students to review experiences in the game, reflect in depth on what they have learned, and combine the game experience with classroom learning. new educational games are regularly updated and introduced to prevent students from losing interest in the same games. Constant innovation can keep students curious and motivated to learn.

Through carefully selected and flexible use of educational games, teachers can create interesting and educational value learning environment in primary school teaching, thus better promoting the comprehensive development of students.

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Education games are characterized by their outstanding intellectual, entertainment and educational characteristics, which can transmit to primary students a strong attraction, infection and influence, science improves the psychological emotions and capabilities of primary school students and optimizes the cognitive experience, exploration efficiency and interest in learning. Therefore, teachers should use educational games as the optimization of teaching, skillfully use happy games, traditional games, video games, self-programming games and other methods to scientifically and effectively support mathematics teaching and improve the design, thematic, entertainment and immersive environment of the curriculum. Under these circumstances, elementary students can benefit from the cognitive environment of a curriculum that is lively, rich and cheerful, injecting sustained and effective life support into the classroom and quickly implementing the core philosophy of grammar.

While educational games have many advantages in primary education, there are some shortcomings. First, the design of educational games needs to take into account the content of the discipline and the student's learning characteristics, which requires teachers to have a certain design ability. Secondly, the evaluation and regulation of educational games is also a challenge and requires the establishment of scientific evaluation systems and regulatory mechanisms. Finally, the application of educational games requires full consideration of the student's physical and mental development, not to pursue fun and ignore the depth and breadth of the content of the discipline.

In the future, concentrated research should be carried out in the following areas. First, it is necessary to study how to design educational games that are more relevant to the content of the discipline and the learning characteristics of students. Secondly, it is necessary to study the evaluation and regulatory mechanisms of educational games and to establish a scientific evaluation system and regulation mechanism. Finally, it is necessary to study how to fully take into account the physical and mental development of students and design educational games that are more in line with the development needs of students.

Educational games have a significant effect on the development of interest in primary school disciplines, but there are also shortcomings. In the future, more in-depth research should be undertaken in the design, evaluation and student development needs of educational games, to better play the role of education games and increase the interest of primary school students in the discipline.

Educational games, as a new type of learning tool, have a certain potential effect on the development of interest in primary school disciplines. The main findings of this study are summarized by systematically analysing the impact of educational games on the interests of primary school students.

First, educational games play a positive role in stimulating the interest of primary school students in the discipline. Through game-based design, educational games can make the content of the subject livelier and more interesting, stimulating students' curiosity and desire to explore the subject. The challenges and reward mechanisms in the game can also enhance students' involvement in the discipline, making learning more enjoyable and motivating.

Secondly, educational games help to improve the learning and technology capabilities of primary schoolchildren. Through interaction with games, students unwittingly acquire a range of disciplinary-related skills in entertainment, such as problem-solving skills, teamwork skills, and creative thinking. The development of these skills is important for the student's comprehensive development and future discipline learning.

However, there are still some shortcomings in the current research. First, there is relatively little research on the impact of educational games on the interests of primary school disciplines, and there is still a need to dig deeper into their intrinsic mechanisms and long-term effects. Secondly, the design and development of educational games require greater attention to individual differences to meet the

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learning needs of different disciplines of students. Furthermore, the study of the effectiveness assessment and quantitative indicators of educational games needs to be further improved.

Future research could be focused on the following areas: first, in-depth exploration of the long-term impact of educational games on the interests of primary school disciplines to build a more systematic and sustainable model of disciplinary interest-building. Secondly, the research on the principles of educational game design should be strengthened to better meet the needs of students from different ages, genders and disciplinary backgrounds. Finally, the establishment of a comprehensive and effective evaluation system, and an in-depth understanding of the practical effects of educational games on discipline learning, provide the scientific basis for the future development of education games.

5. Conclusion

In summary, educational games have a positive potential for fostering interest in primary school disciplines, but more in-depth research and improvement are still needed. Future research should be devoted to uncovering the intrinsic mechanisms of educational games, optimizing design principles, and establishing comprehensive and effective evaluation systems to better promote the application of education games in primary school disciplines.

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