

## COMPUTER GAMES IN HISTORY TEACHING AS A NEW TEACHING STRATEGY OF LEARNING THROUGH PLAY

Igor Josipović<sup>1</sup>, Damir Matanović<sup>2</sup>

<sup>1</sup>History Department, Faculty of Humanities and Social Sciences, J.J. Strossmayer University, Osijek, E mail: igor.josipovic1@gmail.com

<sup>2</sup> Faculty of Teacher Education, J.J. Strossmayer University, Osijek, E mail: dmatanovic@ufos.hr

### Abstract

With an ever-increasing need to integrate information and communication technology into the teaching process, examining the possibility of introducing computer games as a new aspect of teaching strategy and a new teaching tool in teaching history is particularly interesting from the aspect of modernization of the teaching process. It is an irrefutable fact that the modern generations of children, at any level of education, live in a networked world with technological development being its integral part. Computers, constant internet access and mobile devices are part of their everyday lives. Computer games also take up a lot of their free time. A question is raised whether the fact of technological progress of society can be used for educational purposes and not simply for entertainment and leisure time activities. Is it worthy to integrate a segment which was always considered a form of entertainment into the teaching process and how should it be done? Computer games definitely have the potential to achieve the goals of both teaching and entertainment. Numerous game genres offer games particularly suitable for understanding history. They offer teachers new possibilities of teaching history, giving them an opportunity to modernize their teaching methods and bring history closer to children in a way that children find interesting and different. Thanks to such software templates, classical methods of history teaching can be improved. There are two approaches which analyze computer games: narratology vs. ludology, and also a study approach to playing and creating games. Use of computer games enables the implementation of all classic requirements each student has to fulfill: from following and guiding of student's work to assessment, which is presented on the example of cyclic application. However, there are also some new requirements which must be met in order to use computer games in history teaching. Computer games foster the development of epistemological frameworks that develop students' values and qualities such as understanding, effective social skills, strong identity and common values. By accepting this model as a new teaching strategy, the teacher's role is changed. In fact, their role in upbringing and education is taken to a completely new dimension. Teacher becomes the person who teaches children and fulfills the curricular requirements in a modern way, appealing for children. The emphasis of the educational process is shifted to the student, which creates the basis for development of skills suitable for modern world of lifelong learning. At the same time, together with parents, the teacher becomes a key figure in children's upbringing, because he/she works on developing of a critical attitude to games and their role in forming of a child's personality.

**Keywords:** *computer game, history teaching, teaching strategy, narratological and urological and study approach*