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THE USE OF GAMES IN THE PORTUGUESE LANGUAGE TEACHING PROCESS

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SUMMARY
This article, throughout its contents, addresses the process of using games in the routine of teaching and learning the Portuguese language, consolidating how teachers can insert the methodology of games into their routines, consolidating the teaching of the Portuguese language. The general objective is to highlight the main aspects of using games in the Portuguese language teaching process. As for the specific objectives, these are: describe the main aspects of educational games; analyze how digital games can be applied to learning the Portuguese language. In the methodological part, a literature review was carried out, highlighting some of the main concepts and analyzes by renowned authors in the pedagogical field. Using mainly books, articles and dissertations published over the last 7 years, highlighting which procedures and aspects are fundamental in the routine of teaching the Portuguese language. It can be concluded that in the process of consolidating language and grammar, games are a positive playful tool.

Key words: Games; Language; Portuguese.

ABSTRACT
This article discusses throughout its contents the process of using games in the routine of teaching and learning the Portuguese language, consolidating how teachers can insert the methodology of games into their routines, consolidating the teaching of the Portuguese language. The general objective is to highlight the main aspects of using games in the Portuguese language teaching process. As for the specific objectives, these are: describe the main aspects of educational games; analyze how digital games can be applied to learning the Portuguese language. In the methodological part, a literature review was carried out, highlighting some of the main concepts and analyzes by renowned authors in the pedagogical field. Using mainly books, articles and dissertations published over the last 7 years, highlighting which procedures and aspects are fundamental in the routine of teaching the Portuguese language. It can be concluded that in the process of consolidating language and grammar, games are a positive playful tool.
Keywords: Games; Language; Portuguese.

1. INTRODUCTION

Paiva (2016) found that properly chosen educational games help teenagers learn new mathematical notions and skills. These researchers recommended putting games into the mathematics curriculum as an auxiliary activity. They discovered that the experience gained through the appropriate didactic game used after mathematics classes, can deal with the same mathematical notions and skills as the lessons, leading to better understanding and more durable memorization of the knowledge taught.

Parents in their work (2016) highlighted great value of play as a vital part of education. Using didactic games to expand education, according to the authors, the student is interested in active work during mathematics classes and general interest in mathematics. It improves the entire process of math lessons. As a positive feature of the game, it referred to the necessary integration of knowledge from different parts of the mathematics curriculum and also from different subjects.

The general objective of the work is to highlight the main aspects of the use of games in the process of teaching the Portuguese language, as for the specific objectives, these are: to describe the main aspects of educational games; analyze how digital games can be applied to learning the Portuguese language.

Many of these educational games are simply limited to presenting a proposal and, in some cases, to a qualitative assessment by the teacher of their impressions of student learning. With few exceptions, these proposals do not include an evaluation section of the innovative materials that are proposed, in which the effect produced by their implementation and the causes responsible for the improvement in learning that some authors point out.

In the methodological field, a literature review was carried out, highlighting some of the main con-

concepts and analyzes from renowned authors within the pedagogical process. Books, articles and dissertations published over the last 7 years were used. Highlighting how the introduction of games has been evaluated in the teaching environment.

2 LITERATURE REVIEW 2.1 DIGITAL EDUCATIONAL GAMES

The new generation of students has been significantly influenced by the digital era and constantly uses Information and Communication Technologies (ICT) in their daily lives. More specifically, as students form their personalities in light of flexible communities, they seek to be directly connected, request quick responses, require social interaction and prefer experience-based learning (SANTOS; MONTEIRO, 2020, p. 12).

Therefore, it is obvious that their way of thinking, their concept of effective learning, as well as their educational needs and demands have changed drastically (TEIXEIRA, 2020, p. 16). Furthermore, these students deal with digital information on a daily basis, are connected to each other through mobile technologies, work interactively, often multitask, and not only play games to a greater extent than previous generations, but also consider them more interesting and enjoyable.

Furthermore, traditional games in education have a long tradition and have always been part of the human learning experience, both in formal and informal environments (CARVALHO, 2018, p. 30). Furthermore, it is evident that students appear to concentrate more when absorbed in computer-based learning than in conventional school tasks. Furthermore, games allow educators to attract students' attention and interest and engage them in educational experiences with a view to achieving specific objectives, goals and learning outcomes.

Developing a game in the form of software for game-based learning presents significant technical challenges for educators, researchers, game designers, and software engineers. Game development consists of a set of complex processes that require multifaceted knowledge across multiple disciplines, such as digital graphic design, education, games, instructional design, modeling and simulation, psychology, software engineering, visual arts and learning (GROS, 2018, p. 25).

Digital educational games are defined as a combination of digital games and educational content; would facilitate learning through games (CARVALHO, 2018, p. 35). They are designed to educate people in specific areas, extend concepts, improve the rate of development, or help people practice or learn a skill and approach while playing.

In recent years, educational games have been used as an innovative strategy for more effective learning at higher levels and have improved cognitive practices such as attention and memory skills.

The main objective of educational games is to assist the educational area (SANTOS; MONTEIRO, 2020, P. 22). Digital educational games are developing very quickly, but most educational games have not been confirmed as a tool that could improve results. The rarely available studies have poor study designs and their results could not provide valid evidence to support or reject the effectiveness of the games.

Considering the complexities of digital game environments and projecting non-entertainment (or educational) objectives into the game, there is a need for adequate selection and comparison of evaluation methods (GROS, 2018, p. 31). The important and least understood problem that motivated this study was the lack of studies on the appropriate selection of valid evaluation methods in determining the effectiveness of digital educational games.

Boss (2014, p. 36) developed the assessment framework for Game-Based Learning (GBL). The GBL is based on the main metrics identified in the studies. This framework aims to identify items that could potentially be assessed in GBL. This approach proposes the evaluation of GBL in terms of performance, motivation, perceptions, preferences, student/academic GBL environment and collaboration between players. This framework can be customized based on specific analytical measurement requirements.

Teixeira (2020, p. 18) presented a four-dimensional framework, which helps instructors evaluate the potential of using games and simulation-based learning in self-assessment practice. The four dimensions assessed by the framework included context, student or group of students, internal representation of the

world and learning process.

2.2 DIGITAL EDUCATIONAL GAMES IN THE LANGUAGE LEARNING PROCESS PORTUGUESE

Play is considered a common activity and an excellent experience for children, teenagers and adults. According to Kya (2014, p. 16), play comprises an intense learning experience in which participants voluntarily invest a lot of time, energy and commitment, while at the same time deriving great pleasure from the overall experience. Furthermore, play is an important mediator for people's lifelong learning and socialization and is an appropriate, notable and respectable way of improving the learning process (MARTINS, 2018, p. 35). Nowadays, gaming in the form of digital games is gaining space and popularity.

Due to the rapid advancement of technology and the digitalization of life, digital games have prevailed globally and have become an integral part of our social and cultural environment (MARTINS, 2018, p. 21). It's no surprise that digital gaming has become the most popular home computer-related activity.

The increase in time spent playing games by children, teenagers and adults can explain and justify the increase in popularity of digital games (KYA, 2014, p. 30). Although fun and entertainment are the first aspects that attract people to spend many hours playing games, effective principles and/or approaches, which are incorporated into game designs, facilitate positive learning outcomes and keep us engaged.

Digital games provide engaging experiences, interactive learning environments, as well as collaborative learning activities; therefore, its popularity has increased drastically in recent years. As a result, digital games are now considered a powerful social, technological and cultural force that cannot simply be ignored by industries, companies, government organizations and academic communities (FERNANDES, 2020, p. 22). Thus, a considerable amount of research examining the implementation and impact of digital games in various application domains has been conducted.

Education constitutes one of the main fields of application in which the successful implementation of digital games can bring many innovative and positive changes, since interactive online environments constitute a fundamental characteristic for the new generation of students (CORRÊA; NASCI-MENTO , 2014, p. 32).

Thanks to growing research into the impact of digital games on education, we can now harness their benefits to improve the educational learning process. Digital games are mainly applied in education in the form of serious games (MARTINS, 2018, p. 28).

Particularly, “serious games” is a term that describes any game-based initiative that focuses more on primary purposes than just pure entertainment and mainly refers to the use of digital games in education and various industries (COSTA; GENOVESE, 2019 , p. 10). Therefore, it goes without saying that serious games have become a renowned field of academic research, thanks to the countless benefits they bring.

The pedagogical approach of using games in education is called game-based learning. Thanks to the motivational psychology involved in game-based learning, students are able to engage in educational materials and subjects in a dynamic, fun and playful way. Fonseca et. al. (2017, p. 20) cited that game-based learning is not simply the act of developing games for students to play, but the act of designing interactive learning activities that can gradually convey concepts and guide students towards a goal Final.

Game-based learning can be considered as a teaching method that allows students to explore different parts of games as a form of learning to help them improve their skill set or achieving specific learning outcomes. For all these reasons, Fernandes' (2020, p. 36) statement that the design of educational software to be used in schools must be formed and based on game design methods and techniques is gaining more and more acceptance within the educational technology research community.

Learning is of fundamental importance for human life. For Piletti (2018), learning is a complex phenomenon that is not restricted only to the process of acquiring knowledge and information. Information is important, however it needs to go through very complex processing so that it becomes meaningful to human life.

According to Schirmer, Fontoura and Nunes (2019), learning is the construction of action; and the awareness of coordination of actions. In this way, the student will build their knowledge through a well-trodden personal history, having a structure, based on the previous conditions of the entire learning process, in addition to being exposed to content necessary for their learning. The authors explain that the specific learning of reading and writing is related to a set of factors that require the adoption of principles of language mastery and the capacity for symbolization, with important internal and external conditions for development to be present.

To promote motivation, Costa et. al. (2019, p.8) presented a new game-based learning approach, called digital game-based learning, in which it incorporated digital games in combination with curricular content. Furthermore, Fernandes (2020) defined the main characteristic of learning based on digital games as the "union" of interactive entertainment and serious learning through digital games. Digital game-based learning is a student-centered learning approach that uses digital games to support educational purposes such as teaching and learning.

Lucas et. al. (2020, p. 7) described learning based on digital games as a competitive activity in which educational objectives are defined with the aim of promoting the acquisition of knowledge by students. Once designed to promote the development of cognitive and transversal skills, these games, which can also take the form of simulations, allow students to practice their skills in a virtual and safe environment.

Furthermore, according to Fonseca et. al. (2017, p. 29), learning environments based on digital games must include predefined rules and objectives, immediate feedback to students' actions and progressive change in difficulty level. They should also promote students' self-efficacy through challenging experiences in a social and collaborative environment.

Digital game-based learning and serious games in general offer many benefits, improve education and have a dramatic impact on modern life, so they can be considered a positive direction for education and society to move forward in recent years. studies aim to define and highlight the benefits of this approach (CORRÊA; NASCIMENTO, 2014, p. 32).

Furthermore, relevant studies have indicated that digital game-based learning has significant potentials to increase students' motivation and learning engagement and cultivates their minds and spirits, thus improving their learning efficiency (LUCAS et. al. 2020, p. 9). Thanks to their fun and engaging way of teaching, students are eager to try them out.

3. CONCLUSION

Games can be a strategy (where one can think about strategy or at least about winning tactics) and their use in teaching the Portuguese language. The practice of the game increases interactions between students and is a means of teaching games that should motivate students to work. This work leads to the achievement of game objectives. The game's objectives are dedicated to educational objectives, which have to be accomplished by the game. The objectives of the game determine the form of play. The use of didactic games is only valuable if it allows educational goals to be achieved.

The appropriate game selection suitable for use in grammar lessons, literature, Portuguese language in general. The game must be able to meet the educational goals of the lesson. Furthermore, the game must be appropriate for the age, knowledge level and interests of the students. Also practical implementation of the game must be easy in terms of preparing the teacher for the class, necessary tools and materials needed to carry out the game and also the process of the game.

Assessment of students' work during the game. Like all human activity, students' activity during the didactic game must also be evaluated. Because the game character we only use positive evaluation, for example, winner acquires a certain number of positive points, the second player It also acquires some positive points, but less than the winner. This way of evaluating didactic games motivates students to really make a big effort during the game process.

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