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К ВОПРОСУ ВЫБОРА ЭФФЕКТИВНОГО СРЕДСТВА ИЗУЧЕНИЯ ЛЕКСИКИ: ГЕЙМИФИКАЦИЯ

Аннотация: В настоящее время геймификация учебного процесса представляется идеальной формой формирования устойчивой внутренней мотивации к изучению иностранных языков и повышения вовлеченности студентов в получение знаний. Автор обобщает отечественный и зарубежный опыт применения геймификации и обосновывает педагогический потенциал геймификации, поскольку внедрение игровых элементов с образовательной целью позволяют решать профессиональные задачи в условиях реальности. В целях практического применения исследования приводятся уже разработанные ресурсы, позволяющие включить игровые элементы для изучения, актуализации и закрепления лексики, а также описывается собственный опыт применения геймифицированного подхода на разных этапах обучения иностранному языку.

Ключевые слова: геймификация, иностранный язык, лексика, внутренняя мотивация.

Abstract: Nowadays gamification of the educational process seems to be a perfect tool to mold internal motivation to learn foreign languages and increase students' involvement. The author summarizes Russian and foreign experience of gamification and highlights the pedagogical potential of gamification, as game elements based on educational purposes allow to solve professional tasks within the

context of reality. In order to make best use of research, vocabulary recycle resources are given to incorporate game elements. Finally, the author describes the experience of using gamification at different stages of learning a foreign language.

Keywords: gamification, foreign language, vocabulary, internal motivation.

Current education is at a bifurcation point, striving to overcome the lacuna that has been formed, to optimize its development due to the new digital environment and changes in the society. The teacher's task is to select effective forms and methods of teaching and integrate them into the educational process so as to boost student involvement in the educational process, and, of course, the quality and accessibility of education. One of the urgent vectors of education development is gamification of the educational process, which seems to be the ideal form to tackle the transition period. In order to form a sustainable intrinsic motivation to learn foreign languages, the author proposes to use a way of transferring educational content to the student in the most accessible form - gamification.

The purpose of the study is to define, identify the characteristics and justification of gamification as the way to solve the tasks of teaching foreign vocabulary.

Such methods as theoretical analysis of scientific and pedagogical literature, study and synthesis of Russian and foreign experience of gamification, and the method of game modeling in the learning process were used during the research [3].

Under the pilot project a number of effective games for foreign language learning for 1st and 2nd year students whose major is Pedagogical Education: Russian Language and Literature at Sevastopol State University has been tested. Game technologies have been integrated into the program for 2 years, game methods of teaching foreign vocabulary have been studied and synthesized, the results obtained by students in classes have been analyzed, and a survey has been conducted to identify changes in internal motivation.

The term gamification was first introduced by a programmer Nick Pelling in 2002. Initially this concept was used in the field of marketing, but now it is firmly

embedded in all spheres of human activity. Gamification is considered as a tool in personnel management issues, as a way to motivate and trigger any activity, to cope with problems.

The author regards gamification as the use of game elements in learning. Using the concept of gamification in the educational context we will rely on the integration of game elements, game technologies and game design in the learning process. These contribute to a qualitative change in the way the learning process is organized and lead to an increase in the level of motivation, involvement of students and concentration in solving learning tasks. At present, both Russian [1; 2] and foreign researchers [4; 5] are dealing with the integration of the gamified approach into the educational process at different levels of education. This is due to the fact that the "innate game drive" makes it possible to involve students of any level of training, regardless of their degree.

However, it should be understood that despite the fact that gamification implies the use of game elements in the learning process, it does not mean that the concepts of game and gamification are identical. A game is an activity of competing parties to achieve a goal, and there is a plot, roles and rules of the game. Engaging in the game, acting according to the plot, taking certain roles, interacting with other players and achieving the goal are compulsory features. To clarify, according to the plot students perform roles and realize their potential, but in a different environment, while gamification involves the existing reality [2].

Undoubtedly, the emotional aspect of gamification becomes particularly crucial: a student discovers new educational content through personal experience; thus, personal involvement and unconscious emotional involvement help to assimilate information correctly at the stage of its acquisition. Researchers S.V. Titova, K.V. Chikrizova emphasize that it is possible to optimize the learning process through unconscious involvement, to set necessary vectors of dynamic cognitive activity, because external motivation is replaced by the internal one. Moreover, intrinsic motivation is not only the ability to get things moving, but also the ability to maintain cognitive potential despite other factors.

Among the advantages of gamification is a comfortable atmosphere in the classroom, as the fear of making a mistake disappears. It also develops the ability to work in a team, which allows you to develop initiative, creative and critical thinking. At the same time, the teacher can differentiate it taking into account objectives, i.e. use individual game elements in the class, or fully integrate the game with the educational purpose, thus implementing the gamified approach for several semesters [6].

Let us consider the possibilities of practical application of gamification in teaching foreign languages. Nowadays, Mind Mapping is widely used, which allows us to compile information, display correlations and visualize thoughts, because it clearly demonstrates associative connections. According to T. Busen, "Mind mapping is as characteristic of the age of space exploration and computerization as linearly structured outlines were of the Middle Ages and subsequent centuries of industry."

So in the 3rd semester Foreign Language course, students in a variety of majors are asked to complete a map on the topic Applying for a job. Where students analyze content on a given topic, select job sites, and develop tips for preparing for interviews, composing, writing, and designing resumes. Another example of mapping in the 4th semester is the topic Teachers' roles, where students whose major is Pedagogical Education: Russian Language and Literature are asked to explore teachers' roles, analyze and map which roles they think mold culture, improve learning, and advance active cognitive activity and productive thinking. Students can choose either a digital or paper format. For the digital option, students are offered a list of applications <https://www.lifehack.org/articles/work/how-to-mind-map-in-three-small-steps.html>, <https://www.biggerplate.com/education-mindmaps/31/english> where they can create mental maps. In brief, mind maps can be applied to recycle vocabulary, to create insights, to build the skills of making plans and structuring the main and secondary components of the issue.

Gamification can be used at any stage of learning and at different levels of language training. The most obvious advantages are the use of game technology at the stage of practicing and revising of lexical and grammatical material. As a result of

questioning 46 students of the specialty "Pedagogical education: Russian language and literature" in the 1st and 2nd courses 82% preferred a language game to monotonous tasks. A puzzle (word search) is one of the methods to memorize vocabulary both quickly and effectively, representing a list of new lexical units and below a rectangular table of letters, in which you must find the words - vertically, horizontally and diagonally, in forward and reverse order. Individual, paired, and team forms of work are possible. In the case of team work you can add a stopwatch on the screen, the game for speed concentrates attention, stimulates an emotional response, and as a consequence, helps students retain new lexis.

Another option to learn English vocabulary is crossword puzzles. Crossword puzzles can be classic crossword puzzles with clues from a previously read text or you can use pictures as clues www.toolsforeducators.com/crossword. For paired work, offer different passages of the same crossword puzzle, thus creating a motive for spontaneous speaking within the vocabulary list or definitions. In addition, it is advisable to provide crossword puzzles of different levels of complexity, which will differentiate them in quality and quantity.

Let us consider one more example to master vocabulary - Draw, Mime or Explain game. The teacher introduces the game and writes the conditions on the board: 1 - show, 2 - draw, 3, 4, 5, 6 - explain. Players get acquainted with the rules (the best option: choose one word and give examples), the teacher asks the necessary ICQs (Instruction Checking Questions) and divides the group into teams (2 to 4 players), each with a list of vocabulary and a dice. One by one, the players roll the dice and explain the words. The group that guesses all the words first wins. The teacher can adjust the rules adding some grammar, for example: explain using Passive Voice, explain using the 1st Conditional. If it is necessary, the teacher can impose some restrictions, such as time, number of attempts, amount of points or scores. Hence, variability and versatility of the game make it a handful tool and help students retain vocabulary through association and context.

To put it under an umbrella, lexical skills molding is an important task in teaching a foreign language. The results of the study, as well as surveys of students of

the specialty "Pedagogical education: Russian language and literature" allow us to make certain conclusions. As we know, lack of motivation forces students to quit challenges and accept the path of least resistance. As a consequence, constant poor performance lowers the self-confidence of the student, and the student will feel lost in the crowd of brilliant students. Whereas, gamification develops a sustained level of intrinsic motivation, fosters engagement in classrooms, provides the feeling of safety and connectedness to the learning environment as a result students' academic performance is enhanced. Thus, gamification is justified as the investment of game practices into non-game reality. In order to meet the requirements of modern students, it is effective to solve a number of educational tasks by creating intrinsic motivation and fostering students' engagement in the learning process.

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