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WAYS OF USING GAMIFICATION AS A TECHNOLOGY CONSTITUTING AN EDUCATIONAL ENVIRONMENT

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ABSTRACT

This article presents reflections on the issue of gamification of education, its history, current state and practice of introducing game elements into education in countries around the world. The article reveals issues related to the gamification of education, the results that can be achieved through this process, as well as the possibility of using gamification as an educational innovation, describes the psychological, didactic and methodological potential of gamification, and expresses an opinion on some tools that allow the creation of electronic educational resources using game elements. During the lesson, the experience of the USA, Sweden, Russia and Canada in the use of gamification will be studied.

KEYWORDS

Gamification, education, psychological, didactic, methodological potential, technology, game elements.

INTRODUCTION

In today's developed society, the use of game elements in education is becoming increasingly common. In general, teachers have been teaching

classes since the seventeenth century, adapting teaching styles using game elements. The process of assessing students' knowledge is actually a game

process in which the teacher gives grades “Good”, “Excellent” in the class journal and diary to the student who answered well in the class. The harder he works, the better grades the student gets.

METHODS

At the beginning of the 20th century, foreign scientists in the field of pedagogy and psychology L.S. Vygotsky, K.D. Ushinsky, A.N. Leontyev, A.S. Makarenko, D.B. El-kony and others have explored play as a function of activity that helps children and adults learn. And in the 21st century, in connection with the informatization of education, the widespread use of open educational resources and educational software packages, the term gamification or gamification appeared. In this article we will consider some tools that allow us to characterize the psychological, didactic and methodological potential of gamification in teaching primary education students, creating electronic educational resources using game elements.

The term gamification was introduced by American educators in 2008 by M. Porensky, Ph.D. in 2012. After the publication of monographs, kappa became widespread in pedagogy. K. According to Kappa, gemification is the “incorporation of gaming technology into non-game experiences, including education, and the “use of game mechanics, aesthetics, and game thinking to engage and motivate people in learning and problem solving.”¹ The Oxford Dictionary, on the other hand, defines gamification as: “the use of typical game marketing elements (such as opinions, competitive elements, game rules) in other areas of activity, often as online marketing techniques, to increase interaction with a product or service.”.

Separately, it is worth noting that the concept of “gamification” and the concept of “game” are essentially not the same thing. Gamification involves the use of some elements of the game for professional, but partly entertainment purposes. And the game, although a system, is an abstract situation in which participants are assigned a specific role and rules, and achieve a specific result. Typically, the outcome of such games is not related to educational or work goals. Gamification also differs from many gaming practices that exist in modern teaching methods (for example, traditional games, role-playing games, simulations) because in it, the lesson, that is, reality, does not become a game, but remains reality, but at the same time, the student is given game relationships associated with reality.

To avoid gamification becoming purely a scoring process for the learner, gamification involves both educational and gaming objectives. Game tasks also contribute to the development of internal motivation to complete priority educational tasks. Unlike other gaming practices, gamification allows you to qualitatively change the content of training and methods of organizing training, without acquiring the nature of imitation of activity.

P. Fressa and J. Piaget, A. N. Many scientists, such as Leontiev, who studied the issues of emotions, mental actions and strengthening memory, memorization, came to the conclusion that a person’s emotional state has a great influence on his intellectual abilities. In particular, information conveyed with positive emotions is remembered faster in the student’s memory and is considered more effective than dry memorization. Therefore, when introducing gamification into the educational process, the strength of assimilation of educational material increases due to

the correlation of the emotional centers of students with the elements of the game.

RESULTS AND DISCUSSION

Speaking about the psychological aspect of using gamification, the main characteristic of any game is determined by its ability to attract and hold the attention of the person playing the game for a long time. “The power of the game is that the gamer, obsessed with it, loses the time limit, can forget about his physical needs, food and even sleep.” If at least half of the interest in these games was devoted to classroom activities, even the highest requirements imposed by state educational standards would be met by students without difficulty.

The experience of introducing gamification as an educational technology and educational environment is of great interest. Opinions on achieving positive experience in the development of digital pedagogy as an education system are expressed at various congresses and in articles. Gamification and digital pedagogy could be a major turning point in the development of education. For this reason, the US Department of Education has been funding developments in the field of gamification of education since 2013⁷. The Minecraft game that teaches civil engineering concepts in schools in Sweden, the LinguaLeo online resource for learning English, one of the most famous educational projects incorporating gamification elements in Russia, the ClassCraft educational games created by Sean Young in Canada are prime examples of this. These resources have gained great popularity in countries around the world and occupy very good positions in the education market.

Reading through computer games has already become a practice. Games can use simulations and strategies. On their basis, schoolchildren will be able to master research or practical skills that, for some reason, are difficult to obtain in real life. For example, to complete a task in a game and score points, a student might learn math by integrating reading and spelling.

Any teacher wants his students to come to class with pleasure, interest, and desire, without wanting to waste their time or force the student to control their discipline. The introduction of game elements into the lesson significantly improves students' learning activities. And this confirms the didactic nature of gamification technologies and serves as a psychological basis for the inclusion of gamification in the educational process.

Although I'm making the entire course, at least some basics can be shown to gamify part of it:

- Stimulate student motivation to learn. This can also be achieved through competition in the “game” process and the personal interest of the reader.
- Further innovation in education. For many children, school is understood as a boring, outdated or unnecessary system⁸. Large differences between practice and theory can also cause necessary knowledge to leak. This is especially true for children who are just studying in 1st grade. Learning will be more effective if modern trends characteristic of the child's age and interests appear in the learning process.
- Further functionalization of training. Gamification helps “players” move and become more active.

- Make the lesson more interesting. Gamification is life, environment and online education, originated from reality and transferred to electronic form. Play is a natural state that a person has been familiar with since childhood. Everyone has different gaming needs, but everyone has this need. If a teacher can awaken each student's interest in the game, then his attitude towards the lesson can increase several times.

CONCLUSION

Taking into account the above information, we can conclude that gamification of learning is the inclusion of game elements, game technologies and game design in the educational process, which contributes to a qualitative improvement in the methods of organizing the educational process, solving some problems of the educational process, developing educational and cognitive motivation of students, and increasing activity students, their attention and concentration helps.

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