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I. V. Kolyada

Senior Lecturer of the Foreign Languages Department
National Technical University "Kharkiv Polytechnic Institute"

O. V. Karasiova

Associate Professor of the Foreign Languages Department
National Technical University "Kharkiv Polytechnic Institute"

COMBINATION OF GAMIFICATION AND INTERACTIVE ELEMENTS WITH LANGUAGE LEARNING IN HIGHER EDUCATIONAL INSTITUTIONS IN THE DISTANCE EDUCATION ERA

The article reveals the problem of adapting the Ukrainian system of higher professional education to the new format of education. In today's circumstances, educators must consistently enhance their skills, put in significant efforts, demonstrate creativity, and readily adapt to evolving situations. Traditional education offers an engaging learning experience that caters to students' requirements for interactive communication, collaborative group work, individual and team-based activities, as well as active games during class and breaks within the school environment. Consequently, it yields the desired educational outcomes and guarantees the successful execution of the curriculum. An analysis of scientific and pedagogical literature and the experience of using distance educational technologies in the process of teaching the discipline "Foreign language" in higher educational institutions was carried out, highlighting both the positive possibilities of the digital format and certain limitations associated with organizational, pedagogical, material and technical conditions of its implementation, with the psychological difficulties of the teaching staff and students regarding the transition to the distance learning format. The article emphasizes that the effective use of distance educational technologies and the introduction of distance courses imposes a number of requirements on the informational and communicative competence of teachers and students. The analysis of the educational activity of higher educational institutions in the format of online education also revealed the need for the organization of administrative support for the teaching staff: the introduction of such a model of the educational process that combines traditional and electronic learning, the development of electronic and digital educational resources, and the improvement of the information and communication competence of the teaching staff composition and teaching students to study independently.

Key words: *E-learning, blending gaming elements, distance learning, learning effectiveness, culture, digital educational resources, educational process, learning management system, e-learning platforms, methodical recommendations.*

Formulation of the problem. Higher professional education in Ukraine, like all spheres of society, suffers from serious changes in the conditions of the war. The coronavirus pandemic has already forced educators to adapt and rebuild the educational process to the remote mode. Online training format is not new both for Ukrainians and for the whole world, because it became almost the only thing possible under the pandemic conditions. Restrictive isolation measures against it were essential for a mass transition of the system higher professional education in the format of online learning training using distance education technologies and the beginning of testing new informational and educational platforms.

To improve the educational process a lot of teachers started using games and games-based applications during their lessons and sessions. It is essential to point out that the usage of games during foreign language learning contributes to the involuntary memorization of

language material and the formation of strong oral communication skills. This training manual includes games for the formation of phonetic, spelling, and lexical-grammatical skills, as well as for improving oral communication skills. With the help of the implementations of games, the interest in a foreign language develops and the first encounter with the linguistic world of another country takes place. The game helps to focus students' attention, to involve them in active working activity. This is related to the psychological characteristics of the child's body. The use of developmental games provides an opportunity to think actively, expand creative abilities while performing tasks. That is why the issue of organizing gaming activities of students at English lessons is extremely relevant. The analysis of the latest researches and publications shows that the problem of gaming activities at the higher educational establishments has always attracted the attention of many scientists, teachers and methodologists.

Presenting the main material. During a full-scale war, the pedagogical community of Ukraine faces a difficult task of ensuring a continuous educational process for all students of higher educational institutions, regardless of their actual location. Since the provision of educational services to foreign students has always been a profitable item for Ukrainian higher educational institutions, everything possible and impossible is to be done to maintain this contingent. We hope that the long-term experience of using elements of gaming in remote teaching of the discipline "English language" will be useful to all the teachers and tutors.

Nowadays, we may work with the latest generation distance platforms. All students have free round-the-clock access to the remote resources, learning is carried out both in synchronous (for example, testing during practical classes) and in asynchronous (independent work of the student) format.

To diversify the course tasks at the distance platforms, we may use language games developed on the LearningApps.org platform – an online service that allows you to create interactive exercises. It is a constructor for developing and storing interactive tasks, with the help of which students can test and consolidate their own knowledge in a game form. Before starting work with this service, the teacher must register, then familiarize himself with the existing gallery (base) of exercises, the collection of templates offered on the site. The program interface includes modes such as "View Exercises" and "Create Exercises". From the proposed list of templates, you can choose the one that interests you and create your own exercise based on it with the appropriate lexical content. Then attach the developed materials as a package to the course. Most often, we use the game "Full Box", in which we have to sort lexemes (grammatical phenomena) into two types. For example, to identify parts of speech, to determine the cases of a certain part of speech or word endings: You can also activate students' work by using various crossword puzzles. In particular, those in which it is necessary to guess a certain word from the description: Today, in educational practice, scribing is gaining more and more popularity – the process of visualizing educational information with the help of pictures.

In our opinion, one of the best and easiest programs for creating static scribing, designed to teach how to systematize information and create notes in the language of learning, is XMind. This program is used to compile so-called intelligence maps (mind maps). They help to organize information in a visual associative form. Each element of the map presents a thought or idea related to others through hierarchical relationships. XMind allows you to organize idea maps in logical, tree-like and other ways. The appearance of the map elements is customizable: you can set the background color, font options, add text notes

and files, tables, markers, hyperlinks, annotations, and connect one idea to another.

Video scribing technology creates a visual sequence and then adds sound. We consider this type of scribing to be the most useful when learning a foreign language. There are several programs (they have a feature-limited free version that usually has additional usage time limits). We chose between SparkolPro, Plotagon, Pow Toon and GoAnimate.

GoAnimate is one of the best online programs for creating animated videos and presentations. You can choose a free version with somewhat limited capabilities. There are many different templates for almost any topic. Animated images can be edited: rotate, change the original size, and also remove unnecessary elements of the picture.

Verbal dubbing takes place with the help of downloaded sound files (or computer dubbing of the written text), characters' lines can be transmitted in the form of "white clouds", rectangles, etc., in which the text is placed. One of the creative tasks in our distance courses at an advanced stage is the creation of animated dialogues with a mandatory recording of your own voice. In this way, it is possible to notice pronunciation mistakes in students and correct them in time. In addition, the vocabulary of visualized dialogues is perceived and remembered better.

Based on the learning process, the student's independent cognitive activity becomes independent, this ensures greater student freedom and self-control. At the same time, the distance learning course orients the student to the internal system of evaluation and planning. However, with weak development of planning and goal-setting skills, it cannot always be successful. The key condition for the functioning of a distance learning course is self-discipline, organization and responsibility of students.

We believe that the rational organization of foreign language learning at a distance in a higher education institution can be achieved primarily through active work, clear planning of students' independent work, and the use of educational programs. We believe that the lesson time should be used mainly for speaking practice and teaching individuals to work independently. It is necessary to explain, first of all, to students that they can achieve positive results in their independent work, to aim them at regular homework, repetition of grammar, vocabulary, reading special texts. From the very beginning of independent acquisition of knowledge by distance learning students, it is necessary to involve them in active cognitive activities.

Among the qualitative changes, it is worth mentioning such opportunities as information platforms for conducting online classes in the mode of video conferences (Zoom, Google Meet, Microsoft Teams, etc.), using an interactive whiteboard, creating simulators and online tests on the topics covered (for example, on the Quizlet platforms, Google Forms,

etc.), which allow you to practice foreign language lexical and grammatical material, placing useful links to video resources in the electronic educational environment for repeating and consolidating the material, as well as independent work. In addition, an individual work format is also possible through the teacher's control of students' knowledge with the help of audio and video recordings of the performance of some types of individual tasks. All this not only consolidates knowledge of a foreign language, but also increases motivation to master a foreign language due to the interactive form of such activities. In addition, such technologies as online testing allow the teacher to quickly receive test results in an automatic mode, and students to increase their internal self-esteem.

The extraordinary circumstances occurring in the world contribute to the rapid modernization of the form of online education and, as a result, the emergence of the term "online education", which covers the improved practice of distance learning: the use of various presentations in the Power Point environment, testing and development of electronic courses in various information and educational platforms as a single integration model. In the process of education, there is an expansion of the functions of online learning as a tool of the academic process, which allows teachers to take into account during the organization of webinars the different level of knowledge of students, guided by the results achieved by students on various educational platforms. So, it can be noted that there is a change in priorities in the process of evaluating the role of online learning in the academic process in higher education institutions. Online education no longer appears as a temporary function, but occupies a leading position in the modern system of higher professional education.

The traditional education system provides an interesting educational process that takes into account the needs of students in active communication, collective and individual work in a team, as well as conducting interactive games during lessons, which help not only to activate memory, but also to facilitate the process of processing and analysis new information. This approach guarantees the achievement of the expected educational results and the successful implementation of the educational program.

Within the framework of the article, an analysis of scientific and pedagogical literature and the experience of using distance educational technologies in the process of teaching the subject "The English Language" in higher educational institutions has been carried out. As a result of this analysis, both the positive possibilities of the digital format and certain limitations related to the organizational, pedagogical, material and technical conditions of its implementation, as well as the psychological difficulties faced by the teaching staff and students during the transition were revealed to the distance learning format.

In the modern educational world, the introduction of new interactive platforms in English classes for students of higher educational institutions plays a fundamental role. These modern technologies open up many opportunities for more effective and engaging learning. Initially, they support the active participation of students in the educational process. With the use of interactive platforms, students can interact with the material, answer questions, solve problems and participate in discussions in real time. This promotes their active involvement and exchange of opinions, which, in turn, contributes to a deeper understanding of the language.

In addition, some interactive platforms enrich the educational experience of students by providing access to a variety of educational materials, including video lessons, interactive tasks, online quizzes and much more. This expands the spectrum of educational resources and allows students to choose the most suitable study method for them.

Moreover, interactive platforms contribute to the individualization of learning, taking into account the needs and level of each student. They provide an opportunity to create personalized study plans and monitor the progress of each student in real time. This helps to adapt training to the individual needs and learning style of each student. Thus, interactive platforms contribute to the development of communication skills. Students can interact with each other and with the teacher through online chats, forums and virtual meetings. This creates an atmosphere of active communication in English, which is an important aspect of learning any foreign language.

With the use of interactive platforms, students also get the opportunity to study at a time convenient for them and in any place, which promotes flexibility in learning and takes into account the modern rhythms of life. This is especially relevant in the context of the pandemic and full-scale war and the expansion of distance learning.

It is important to note that interactive platforms can make the learning process more motivating and engaging for students. Tasks, games and interactive lessons contribute to the formation of a positive attitude towards the study of English and motivate students to more actively participate in the educational process.

Thus, the use of new interactive platforms in English classes for students of higher education institutions becomes a key factor in the modern education. These technologies contribute to more effective, flexible and interesting learning, enriching the educational experience of students and supporting their active participation in the educational process.

It should be noted that gamification in English classes for students of higher educational institutions plays a key role in the modern pedagogy. This teaching method makes the learning process

more exciting and promotes deep understanding of the material and development of skills. Gamification stimulates students to actively participate, compete and communicate in English. It also allows the teacher to assess the level of understanding of students and motivate them to study independently. Gamification promotes the development of creativity, analytical abilities, and informational and communicative competence. The approach can be adapted to different levels of difficulty and contribute to the formation of a positive attitude towards learning English. Therefore, gamification has become an integral part of modern education, contributing to the effective assimilation of material and the development of students' skills.

Conclusions and prospects for further research. To sum up, we have to say that focusing on today's challenges, based on modern information technologies, distance learning provides wide opportunities for involving students in the educational process, in particular – operational transmission of various types of information at any distance, organization of joint projects, operational feedback, and access to various sources information. It is the creation of methodologically grounded, informationally interesting, visually pleasing distance courses that makes it possible not to "lose" a single foreign student in wartime conditions. The use of such game components as "LearningApps.org", computer scribing (intelligence maps created using the XMind program, and video scribing recorded in the Powtoon program) are designed to motivate students to learn the English language, facilitate the perception of new material, promote adequate independent work in asynchronous format. Thus, the game is the main type of activity of an online lesson at the higher educational institution. This is an effective tool for developing interest in foreign language learning, which helps to form language and speech competence of university students. Gaming at the English lessons greatly facilitates the learning process, fills it with interesting content, and provides opportunities for practical application of the learned material. It is important to take into account that the success of using the game situation at the lesson will depend on a clear

organization and the involvement of all students in the game. The development of game methods of teaching foreign languages is one of the priority and most relevant directions in modern pedagogy, as it allows to form the interest of students in learning a foreign language, to develop thinking, imagination, memory and other psychological functions of students involved in the process of language development. We believe that this approach will contribute to increasing the educational activity during online education these days.

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Коляда І. В., Карасьова О. В. Поєднання ігрових та інтерактивних елементів з вивченням мови у вищих навчальних закладах в епоху дистанційної освіти

У статті розглядається актуальна проблема адаптації української системи вищої освіти до нового формату навчання. У сучасних умовах викладачі змушені постійно покращувати свої кваліфікації, вкладати значні зусилля, проявляти креативність і гнучко реагувати на обставини, що змінюються.

Сучасна система освіти надає цікавий навчальний процес, який враховує потреби учнів в активному спілкуванні, колективній та індивідуальній роботі у команді, а також проведенні інтерактивних ігор під час проведення пар, які допомагають не тільки активувати пам'ять, але й і полегшити процес обробки та аналізу нової інформації. Такий підхід гарантує досягнення очікуваних освітніх результатів та успішне виконання навчальної програми.

В рамках статті було проведено аналіз науково-педагогічної літератури та досвіду використання дистанційних освітніх технологій у процесі навчання дисципліни «Англійська мова» у вищих навчальних

закладах. В результаті цього аналізу було виявлено як позитивні можливості цифрового формату, так і певні обмеження, пов'язані з організаційними, педагогічними, матеріально-технічними умовами його впровадження, а також з психологічними складнощами, з якими стикаються професорсько-викладацький склад та студенти під час переходу на дистанційний формат навчання.

Необхідно зазначити, що гейміфікація на заняттях англійською для студентів вищих навчальних закладів відіграє ключову роль у сучасній педагогіці. Цей метод навчання робить процес вивчення більш захоплюючим і сприяє глибокому розумінню матеріалу та розвитку навичок. Гейміфікація стимулює студентів до активної участі, змагання та комунікації англійською мовою. Вона також дозволяє викладачу оцінити рівень розуміння студентів та мотивувати їх до самостійного вивчення. Гейміфікація сприяє розвитку креативності, аналітичних здібностей та інформаційно-комунікативної компетентності. Підхід може бути адаптований до різних рівнів складності та сприяти формуванню позитивного ставлення до вивчення англійської мови. Отже, гейміфікація стала невід'ємною частиною сучасної освіти, сприяючи ефективному засвоєнню матеріалу та розвитку навичок у студентів.

Стаття також наголошує на необхідності розвитку інформаційно-комунікативної компетентності викладачів та студентів для ефективного використання дистанційних освітніх технологій та впровадження дистанційних курсів. Окрім того, аналіз освітньої діяльності вищих навчальних закладів у форматі онлайн-навчання виявив потребу в організації адміністративної підтримки для професорсько-викладацького складу. Це включає впровадження моделей освітнього процесу, які комбінують традиційне та електронне навчання, розробку електронних та цифрових освітніх ресурсів, а також підвищення інформаційно-комунікативної компетентності професорсько-викладацького складу та навчання студентів самостійного навчання.

Ключові слова: електронне навчання, поєднання ігрових елементів, дистанційне навчання, ефективність навчання, культура, цифрові освітні ресурси, освітній процес, система управління навчанням, платформи електронного навчання, методичні рекомендації.