INNOVATIVE GAMING TECHNIQUE "GAMIFICATION" AS A MODERN APPROACH TO LEARNING

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Article history:		Abstract:
		The article discusses one of the innovative approaches to teaching "gamification method", the essence of which is to develop the entire learning process with the addition of game elements, or educational games, independent and group work of students on a given problem or question. The features and positive aspects of this method of teaching are noted, which has the potential to take into account the wishes of students and their interest in studying a specialty and developing communicative and creative skills. This game practice increasingly proves itself as an effective way of mastering new knowledge.

The use of game practice for pedagogical purposes dates back to ancient times. Its effectiveness has been studying within a number of sciences such as psychology, sociology, philology, pedagogy and others. Many scientists in the field of pedagogy have studied the features and influence of game practice on educational activities and upbringing. Thus, the positive aspects of the use of gaming activities in training were identified: efficiency, flexibility, ease of execution, versatility. (1)

Despite the fact that gaming activity has been studied more than once and today this topic is losing relevance in the scientific community, a new type of activity appears - gamification, which is dictated by modern trends of the Internet era.

Gamification involves the introduction of game elements into non-game processes in order to increase the interest and motivation of participants to the activity. The term "gamification" appeared in 1980 thanks to the writer and scientist in the field of artificial intelligence R. Bartle. In the modern interpretation, the term began to be used by N. Peeling in 2003, after the creation of a company to promote goods in the consumer sphere. He also put forward a proposal to use the mechanisms of the game in other spheres of life. (2)

Indeed, gamification can be used in any routine activity in which participants often lose motivation and interest in the process. Gamification makes the usual activity more exciting, but at the same time reality is preserved (unlike the same computer games). Therefore, the use of this game method is gaining great popularity in the field of education, since with its help the usual course of the educational process changes, but the content of learning does not suffer, involvement in activities increases, motivation to achieve goals and objectives, while maintaining the motive for quite a long time.

Gamification in training does not completely overlap traditional methods, it only complements them and allows you to apply practically acquired knowledge and work out skills and abilities. That is, in an educational course using the gamification method, both game and training tasks are combined. For example, it is necessary to master morphemes — this is a learning task; earn 65 points for a written task in a certain period of time and go to the next stage — this is a game task. At the same time, training tasks are the main ones, and game tasks are secondary, allowing you to maintain motivation for completing tasks.

Gamification as a gaming technique has its similarities and differences with other types of gaming practices. Their comparative analysis was carried out by Mario Herger, based on the following parameters: spontaneity, rules, goal of the game, organization, real space / world, systematicity. (3)

During the analysis, it was revealed that gamification has all of the above characteristics, except for spontaneity, since gamification does not tolerate deviation from the rules and the unpredictable course of the game. Reality is also an important factor. It should be noted that during gamification, the action takes place in real time, in the real world and with real pressing tasks, that is, the game process does not transfer participants to a fictional non-existent world. Often, even the participants do not act as any characters, they remain themselves, but at the same time they are immersed in the gameplay. The organization of educational activities in gamification is very important, since step-by-step mastering of information and skills is of great importance in learning. Usually, as in computer games, the game practicing course is divided into levels from simple to complex, each step of which has its own specific goal that affects the achievement of the final goal of the entire game.

Systematic gamification implies a holistic course in the educational process with game accompaniment for a certain time (for example, the entire semester).

Using gamification in training, you can solve a number of problems:
- application of the acquired knowledge in the course of theoretical classes;
- to form and teach to apply skills and abilities in situations that are related to the specialty of students;
- to form skills of quick search for solutions related to the inferiority of information;
- encourage the study of issues that cause complexity.

All this provides opportunities for the development of professional competencies, allowing in the future to cope with the difficulties and specifics of the specialty mastered by students.

In foreign practice, online learning platforms that use gamification as the basis of the educational process are increasingly appearing. An example is the experience of Professor Lee Sheldon from Indiana University, who introduced a gamified course into education. The course was created on the example of a multiplayer game and has a certain evaluation system in the form of experience points, which each participant earns for completed tasks-quests. Throughout the game practice, there is activity on the part of students, their interest and fairly good academic performance. Thus, the course created by Lee Sheldon showed in practice the effectiveness and success of introducing gamification into training. Lee Sheldon explained this success by the fact that the terms used in gaming practice were related more to entertainment than to education, while the informativeness was preserved, and the participants were happy to master new knowledge. (4)

In addition to Lee Sheldon's course, the following services can be distinguished, which basically use gamification for training:
- Codecademy (programming training);
- - Mathletics (a program for teaching mathematics to students);
- LinguaLeo.ru (English language training);
- World of Classcraft (a multiplayer game for conducting classes in classrooms).

Many similar platforms have been created on the basis of a university, whose students actively participate in gaming practices and show high results in mastering educational material.

It should be noted that Professor K. Verbach has repeatedly stressed the importance of understanding gamification not as a set of game elements introduced into the process of educational activity, but as an approach to the preparation of submitted information. That is, gamification is necessary for the transfer of knowledge in the form of a game with interesting tasks, tempting conditions designed to stimulate and motivate students to further study the material. Despite the fact that the introduction of gamification in training is considered a rather complex process in terms of structuring and development, this gaming practice increasingly demonstrates itself as an effective way of mastering new knowledge. In turn, this is a trend of the times, as it has become more difficult to motivate and involve the younger generation in the learning process.

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