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GAMIFICATION AS AN INNOVATIVE METHOD OF EDUCATION

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Abstract:

The search for new forms and methods of education remains one of the most important challenges of our time. Therefore, it is crucial for the education sector to develop new methods and tools that take into account the needs of the modern generation and integrate them with existing innovations. One such emerging area is gamification. Gamification is a technology for the effective use of game elements in other areas. This is especially important in the educational process against the backdrop of today's growing information flow. Gaming techniques and technologies have been used in pedagogical practice since ancient times. Along with work and study, play is one of the fundamental types of human activity, stemming from the need for play. The importance and effectiveness of gaming practices in various fields of culture have been and are being studied by scholars in philosophy, philology, sociology, political science, psychology, and other fields. The current stage of development of the humanities is characterized by the emergence of games as a basis for innovation and a stimulus for creative thinking. Game studies is an interdisciplinary field of research. The first analysis of games and their impact on culture and social life was reflected in the work of philosopher Johannes Huizinga in 1938, author of the treatise "Homo Ludens," which examined the significance of games. Huizinga argues in his study that "it is impossible to transform games into cultural phenomena, since they are even older than them and have already been observed in animals. On the contrary, culture itself (speech, myth, cult, science) has a more playful character." This

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interest in games as a cultural shaping factor in history is not accidental, according to the author, as people interact with games throughout their lives.

Keywords: Gamification, game, digital generation, Generation Z, information flow, education of the future, virtual world.

Introduction

The analysis of play as a cultural process differs from the traditional approach to understanding it. Traditional games are presented as a limited system in which the player has access to an alternative reality. Reality, in turn, is characterized by rules, goals, logic and roles in everyday life [1, P. 321]. The sociologist R. Caillaux continued Huizinga's research. In his 1958 book "Les jeux et les hommes" ("Games and People"), he also considered play as a culturally shaping phenomenon, analyzed the physiological needs that motivate people to play, defined the phenomenon of play and developed a classification system. Caillaux's definition is based on the definition of play proposed by his mentor Huizinga. According to Caillois's definition, play can be called "a free activity that is perceived as not taking place in real life and outside of everyday life, but that can completely occupy the player without seeking any direct material benefits or seeing any benefits - a free activity that takes place in a deliberately limited space and time and proceeds in an orderly manner according to certain rules" [2,p.24]. Gaming is not new to education. However, the emergence of a generation of "digital natives," which, among other factors, has stimulated "a transition to a new educational paradigm (the paradigm of a post-industrial society) and a new type of education (technological or project-based)" [3, p. 12], requires a new look at the role of games, including computer games, in educational activities. The phenomenon of gamification of the educational process in human activities, i.e. gamification, can make educational activities more manageable and planned, and therefore contribute to achieving more effective educational results.

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Literature Review and Methodology

The term "gamification" was first used in 2002 by the American programmer and inventor Nick Pelling, became popular by 2010 and is now widely used in many areas of human activity (business, human resources, healthcare, education) and is used to describe a unique way of solving various problems of varying complexity. The concept of gamification is presented in the works of various authors. For example, Jane McGonigal defined it as follows: "Gamification is the use of game approaches to solve non-game problems" [4, P 398].

Kevin Werbach and Dan Hunter: "Gamification is the process of using game mechanics and game design techniques to encourage and motivate people to engage in tasks that may seem trivial, uninteresting, or difficult " [5,C 209].

Sebastian Deterding: "Gamification is the use of game elements and techniques to stimulate, motivate, and influence human behavior in contexts that are not traditionally considered game-like" [6].

Gabe Sichermann defines gamification as the process of using game mechanics and thinking to engage an audience and solve problems [7].

According to Karl Kapp, it is the use of game mechanics, aesthetics, and reasoning principles to engage students in the learning process, increase motivation, activate learning, and solve problems [8] and mechanics to motivate and engage students . It turns learning into an engaging process where students earn rewards for achieving goals, compete with each other, and receive feedback on their progress.

Examples of using gamification technologies in education:

1. Using gaming apps and platforms for learning. For example, gaming apps for learning languages, math, science, and other subjects.
2. Create game scenarios for learning. This can include creating quests, role-playing games, or simulations to present learning materials in a game-like format.
3. Use game elements in learning tasks. For example, rewards, achievements, difficulty levels, etc.

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4. Organizing competitions and tournaments in academic subjects and during classes.
5. Create virtual classrooms and communities where students can communicate, collaborate, and compete.

Types of gamification:

1. Process Gamification: This type of gamification is used to improve work or learning processes. It can involve using game mechanics such as points, levels, and rewards to motivate people to complete certain tasks.
2. Outcome Gamification: This type of gamification is used to achieve specific outcomes. It can involve using game mechanics like competitions and tournaments to motivate people to achieve goals.

Types of gamification :

1. Points system: This is one of the most common types of gamification. In this system, users earn points for completing certain tasks or achieving goals. These points can be used to earn rewards or level up.
2. Leveling System: In this system, users move through levels by completing certain tasks or achieving goals. The higher the user's level, the more opportunities and privileges they will have.
3. Competitions and tournaments: This type of gamification is used to encourage competition among users. Users can compete against each other for prizes or rankings.
4. Missions and Quests: This type of gamification is used to create an interactive experience. Users can complete missions or tasks to earn rewards or unlock new features.
5. Virtual Currency: This type of gamification is used to create a virtual economy within an app or game. Users can earn virtual currency for completing certain tasks or achieving goals, which can then be spent on purchasing goods or services.

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Results and Discussion

The main feature of games is that they have the ability to capture attention, to hold it for so long that a person who is busy with them forgets about time and even ignores important physical needs such as eating or sleeping. This is the power of games.

If people can learn, work, and create with the same level of engagement as they do in games, their productivity will increase exponentially. It is these characteristics of games that attract "gamifiers and game designers" and serve as the unifying psychological foundation of traditional educational games and gamification.

The uniqueness of gamification lies in its non-simulation nature, preserving the content of the activity (for example, independent learning of foreign words) and changing the way it is organized.

As a game-based practice, gamification is fundamentally different from previously known forms of educational games. The essence of this difference is that reality remains reality, without being transformed into a game, and game-like environments are introduced into the system of interaction of the subject with this reality. Pennsylvania researcher Kevin Werbach emphasizes this, arguing that gamification is neither a game, nor game theory, nor simulation, nor the use of games in business, nor the accumulation of points [9].

Thus, a gamified educational course is not a computer game (although it sometimes looks very similar due to the gaming environment, if there is software supporting the course). As the course progresses, the learner completes both educational and game-like tasks. For example, the educational goal is to master different speech styles; the game-like goal is to score 50 points on written assignments by a certain time in order to move on to the next level. Moreover, the educational goals always remain the priority, while the game-like goals are designed only to help maintain intrinsic motivation to complete the educational tasks.

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Conclusion and Suggestions

Thus, we can talk about gamification as a new way of organizing learning with enormous pedagogical potential. The mechanics inherent in gamification allow, without alienating the student from reality, to stimulate subjective activity, while simultaneously activating the highest level of activity, which is the main reason, the source of the child's creative, transformative activity.

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