

Pedagogical Conditions for the Use of Game Applications in English Lessons

By

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Abstract

Students at the beginning of learning English have a great desire to study it, but due to a number of different reasons, this subject loses its attractiveness for them, lagging students consider it one of the most difficult, and, therefore, unloved. The choice and nature of the use of a particular method, means, or method of teaching depends on whether the educational activity in English lessons for children will be joyful and interesting or burdensome. The use of games in teaching English is an appropriate and effective technique, helps to create a game situation that reflects reality, develop a strategy for mastering new knowledge, offer motivation when learning English – a necessity that does not deny traditional approaches, but serves as an excellent complement to them. The introduction of gamification in teaching foreign languages changes the way the educational process is organized, this can help overcome the fear of mistakes. If we talk about the implementation of gamification in distance learning, which is especially important in the context of a pandemic, it should be noted that in this form of training there is a weak emotional component that connects the teacher and students, as well as students with each other. Therefore, it is necessary to use various additional gamification elements that enhance engagement by involving the emotions of students.

Keywords: gamification, computer game, mobile game, game application, English.

1. Introduction

Today, a practicing English teacher is forced to look for new, more effective ways and techniques of mastering program grammatical, lexical and other materials. Success in teaching children a foreign language can be ensured by such a methodological system, which is based on the interest of students in the subject. The use of computer and mobile games in the process of learning a foreign language makes the learning process more interesting, more accessible, closer to children, relieves tension and fatigue in children. The use of computer games and mobile applications is one of the most relevant areas of modern pedagogy. There are a number of advantages when including educational and developmental games in the process of mastering a foreign language: the intensification of the educational process, an interesting form of presentation of the material, visual images along with audio support, interactive tasks.

Research in the field of the use of gamification in education has been conducted since the 70s of the last century, their number is increasing today. The gamification of the educational process is devoted to the works of foreign (K. Kapp, G. Zichermann, E. J. Kim, K. Werbach, M. Prensky) and domestic (A. I. Azevich, I. G. Belavina, F. A. Belkin, V. N. Titova, D. B. Elkonin) authors. Despite a large number of studies, the relevance of the development and implementation of various kinds of computer games and gaming applications in the practice of teaching English remains.

2. Methods

Research methods: analysis, generalization, systematization of research, methodological literature on the problem of research; comparative analysis of educational game material. During the work, an attempt was made to generalize and clarify the theoretical positions of well-known authors on the problem of expanding the possibilities of gamification in the educational process when learning English.

3. Results and Discussion

Gamification is defined in the literature mainly as the application of approaches characteristic of computer games in software tools for non-gaming processes, in particular, in the field of education.

Play: something that a person chooses as a source of fun, which intensely and completely absorbs and contributes to the formation of social groups. Fun in the sense of joy and pleasure puts us in a relaxed, ready-to-learn mood. Play not only gives pleasure but also increases our involvement, which also helps us to learn. Further, play is defined as: "intellectual activity that is engaged in by themselves, without any clearly recognizable functions or direct physical influences...and is associated with research processes that follow the impact of new stimuli on the player."

Game: It is considered as a kind of play (games) and entertainment. Game is recognized as an organized game that gives us pleasure and joy. Dempsey defines a game as: "a set of actions involving one or more players. It has goals, limitations, benefits, and consequences. The game is based on rules and is artificial in some respects. Finally, it includes a certain aspect of competition, even if it is a competition with oneself" (Azevich, 2016; Maina et al., 2021; Marpaung & Hasibuan, 2021).

Game can be viewed using the concept of "as if", when the user abandons the beliefs of the real world, because he is immersed in the imaginary world of the game. Competitive games assume the chances of success in an imaginary environment. They motivate through challenge, imagination and curiosity.

Computer game: Prensky argues that computer games can be characterized by six key structural elements that, in combination with each other, strongly attract the player (Belavina, 2016). These elements are:

rules
conflict/competition/challenge/counteraction
goals and objectives
interaction
results and feedback

Presentation Or Story

Game types include action games, adventure games, beat 'em up fighting games, platformers (where game characters run and jump on platforms), mind games, simulation/simulation / role-playing games such as management and strategy, training games, logic games, and math games. The game can be competitive, cooperative, or individual (Belkin, 2016).

Finally, a mobile game. Games developed for mobile devices have a significant potential for interesting learning for teenagers. In this category, the following aspects are considered important.

The relationship between the visual aspects of the solution and getting the right answer attracts a lot of attention, acting as a "magnet".

Good graphics and design are welcome (for example, when the game moves from a number or icon to a word, thereby improving spelling).

Kids love short, simple mobile games that need to be completed quickly and then move on to the next one.

Self-esteem is involved in the mobile game: performing many simple games increases self-confidence.

As for the genres of mobile games, they are similar to computer games (see above).

Thus, in the realities of the expansion of e-learning, such a synthesis is most clearly manifested in the use of computer games, mobile device resources (smartphones, tablets, e-books, multimedia, the Internet), as well as new organizational forms (educational tourism, educational fair, case championship, competence training, laboratories on wheels, educational network travel, etc.) as educational tools.

It should be noted that the relevance of gamification for modern education is not limited to the development of new games or the active use of an existing game resource in order to overcome the routine of the learning process and make it more attractive, external brightness, flexibility, accessibility (Dempsey et al., 2012). Gamification for modern education is an educational technology based on the use of the game algorithm to achieve results in the development of creativity, emotional intelligence, motivation and the ability to self-determination in children and adolescents, in positive socialization and other qualities that are embedded in the goals and objectives of the teacher's activity (Fink, 2015).

At the moment, there are various game applications and computer games developed and applied in practice for different age audiences of students: starting from preschool age and ending with an adult target audience of students.

There is no denying that excessive gambling can have serious negative psychosocial effects; they range from low self-esteem and addiction to antisocial and aggressive attitudes and behaviors, such as gambling and theft, and ending with the financing of the game (Froebel, 2013). However, against this, the theory of catharsis and the theory of attraction reduction are cited, suggesting that aggressive play can also have a relaxing effect on the user and be a way to balance aggression.

In addition, the time spent (mainly by men) on frequent games is important for learning, which can negatively affect learning. On the other hand, it was found that computer games perform a number of educational functions (for example, training, learning and practicing skills, entertainment and changing attitudes to something). There are also statements from the literature that can be useful when deploying or developing educational games and related research (Kapp, 2010). Gaming skills can also be considered as precursors of computer skills and, consequently, opportunities for obtaining a lucrative career.

Therefore, it seems appropriate to strive for a deeper understanding of gaming culture in order to find ways to develop real educational games that young people like and that can have a strong and positive impact on their education (Kheizinga, 2011). Educational software developers also need to provide a wide range of games that correspond to different types of students and their interests in order to benefit all users.

Computer games are used to perform many functions in the educational and educational environment, for example, tutoring, entertainment, assistance in learning new skills, improving self-esteem, practicing skills or striving to change attitudes (Kim, 2017).

Even simple types of games are used to achieve specific learning outcomes, such as

recalling actual content or providing a basis for discussion, while complex games, in particular, are applicable to support cognitive processing and the development of strategic skills, increase the ability to learn and remember, and develop computer literacy skills.

It is often argued that digital games are a valuable tool in improving learning. They are seen as a means of encouraging students who may lack interest or confidence, and increasing their self-esteem (Lorenz, 2017). In some educational institutions, it is proposed to reduce the training time and the load on the teacher, for example, by providing an opportunity for practical exercises on the computer, thereby increasing the amount of knowledge and the time of their repetition. However, games can contribute to high-quality memorization to a lesser extent than lessons, if the games are difficult due to a variety of goals and distracting components (Prensky, 2011).

Even simple types of games can be designed to achieve specific learning outcomes, such as memorizing actual content or as a basis for active participation and discussion. Interactive research games are a good tool for embedding the content of the curriculum, which may be difficult to visualize or explain with the materials at hand. In particular, complex games have the potential to support cognitive processing and develop strategic skills (Rubinstein). Brain fluctuations associated with navigation and spatial learning are more likely to occur in more complex games. This increases the ability of users to learn and memorize and contributes to the development of academic, social and computer literacy.

It is extremely important that educational games are perceived as commercial games. The key factors for maintaining engagement are fun, speed and ease of use, as well as diversity: in context, mission and complexity (Stoll). Some students like games with elements of mystery, intrigue and suspense. Graphics, color and sound effects should be liked, so quality and design are important. Students ask for novelty, surprises and humor, with small breaks in actions – the instructions should flow along with the game, be clear and concise. High-quality functionality should include support functions, tips, and "winning prototypes" to promote and support both engagement and casual learning (Werbach & Hunter, 2015). The nature of feedback and correction is very important; for example, the game characters themselves can offer guidance, making suggestions and giving wise advice. Players want the game to be fast and challenging; the time element should be included in the graphic form. They want the game to become more difficult as they improve (Zichermann & Linder, 2016). However, increased self-confidence is important to encourage adults to persevere in improving their gaming skills. This is especially important for women, so the game structure should not be too difficult for beginners. Players want to control as many options as possible: speed, difficulty level, time, sound effects and feedback.

4. Summary

Gamification involves the use of approaches in the field of education that are characteristic of computer games in software tools for non-game processes. The reasons for teachers' appeal to gamification are the factor of a person's natural need for a game as one of the main types of activity. The game assumes, on the one hand, a connection with the rules, on the other hand, the enjoyment of freedom.

It is noted that on the one hand, games encourage the development of certain human skills (speed of thinking, interpersonal communication, development of reflexes), on the other hand, games have quite a lot of unpleasant and dangerous moments (violence, aggression,

cruelty) and do not take into account representatives of other races and women to the proper extent.

The use of wireless online games is growing rapidly, which requires the creation of new technologies to ensure a safe and fair gaming environment. This proposed system is being developed to improve the security of data transmission over wireless networks and a multi-level structure, as well as to improve the performance and management of multi-user wireless online gaming systems that can be configured for real-time interaction.

5. Conclusions

The essence of the concept of "gamification" as a means of implementing an educational program is revealed, the terms play, game, computer game and mobile game are considered, and an overview of approaches to the implementation of gaming activities is conducted.

It is expedient and promising to attract gamification funds when learning English. There are various game applications and computer games developed and applied in practice for different age audiences of students: starting from preschool age and ending with an adult audience.

A really high-quality good game should: solve the problems of mixed learning; be focused on the structure, not on the content; comply with the concept of "edugaming"; encourage active participation of players; take into account the individual characteristics of users; solve evaluation problems in an open environment; counteract the potential negative impact of frequent games; provide opportunities for network and wireless management of multiplayer computer games.

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