

UDC 81-13

BASIC CONCEPTS AND TECHNIQUES OF GAMIFICATION

Zhaksylyk Korkem

zhaksylykkorkem@mail.ru

1st year master student in “Foreign Languages: Two Foreign Languages”

L.N.Gumilyov ENU, Nur-Sultan, Kazakhstan

Supervisor – G.N. Dukembay

Gamification is the application of approaches typical for computer games in software tools for non-game processes in order to attract users and consumers, increase their involvement in solving applied problems, the use of products and services. Gamification is one of the catalysts affecting the development of mobile technologies and the Internet. According to the report of the research and consulting company Gartner, which specializes in information technology markets, by 2015, every second organization will use game techniques [1, p.12]. Gamification provides new opportunities for the media industry: it allows you to increase the degree of consumer involvement, to enhance the innovative development of companies by Internet users. In the field of education, gamification also occupies a worthy place.

The main aspects of gamification:

- Dynamics - the use of scenarios that require user attention and real-time response
- Mechanics - the use of scenario elements specific to gameplay, such as virtual rewards, statuses, points, virtual goods
- Aesthetics - creating an overall game experience, promoting emotional engagement;
- Social interaction - a wide range of techniques that provide inter-user interaction characteristic of games [2, p.150].

The elements of gamification can be:

- Points
- Badges
- Awards
- Progress - bars
- Levels
- Avatars
- Quests
- Leaderboards

It would seem that the school is ideal for the gamification model. Here and levels (classes), and the development of different skills (subjects), awards (evaluation), the battle with the boss (tests, exams). However, this is not gamification for several reasons. Firstly, this game is compulsory and obligatory, and secondly, the cost of loss is not a toy at all, but it radically affects the whole fate of a person.

Gaming technology in the educational process

The main difference between computer games and standard education - is related to errors. For mistakes, they are always punished, but rarely they are praised for correct answers or decisions. Therefore, students know only what they did wrong. This leads to the fact that students concentrate only on assessments, but in no way on the knowledge and content themselves [3, p.5]. One of the important features of education in the form of a game is a rating system based on the following theses:

- There is a ball system
- At the beginning of the semester, students start from 0 point.

Therefore, regardless of their abilities, each student knows that he is on an equal footing with the others and he has only one option - the path to a good grade. He can make mistakes as many times as he wants, and, realizing that every earned point leads to success, the student will no longer be afraid of making mistakes and will be focused on learning. Another significant factor in this training format is teamwork. In the classroom, the student often has to be himself. Also, he must independently perform homework at home. But there is a simple reason why he does not do this - he is bored. As computer games teach us teamwork, and learning should become a team, then students will be more involved in studying the material and will be interested in the process [4]. Strangely enough, but in classical education they forget about a very simple, but infinitely significant thing - that what is being done should bring us joy and fun. It makes the games so exciting. And this is so lacking in the learning process.

Codecademy.com

Consider the role of gamification in the educational process on the example of Codecademy.com - an electronic resource aimed at learning programming in JavaScript, HTML, Python, Ruby. The resource is divided into several courses devoted to a specific section of programming, so that the user is able to choose an interesting way for him at the moment, or to take several courses in parallel. What is gamification here? Dynamics - with continuous passage, - at least according to the assignment per day, - the student is awarded a point for continuity. Accordingly, the more continuous the learning process, the longer the user's "track". For each "Mylonstone" - 20, 30, 50 days without a break - a corresponding badge is charged to the student, which encourages him to return to training again and again [5]. The game elements are points for completed exercises, badges for completed sections of the course, statuses and tags, and in some courses bonus "levels" in the form of an optional project for which additional points are awarded. A student at each stage of learning has a progress scale that reflects his position in the current course. He always knows how much has passed, and how much he has to. Social aspect - in the learning process, you can unite with other users into groups - beta testers, for example, or by courses, or you can subscribe to the blog of the group of course developers. Upon receipt of each badge, there is an opportunity to "share" with friends through modern social networks - thereby attracting possible future students [6]. A distinc-

tive feature of this resource is the mechanism of mutual assistance - for each exercise of each course there is a Q & A - a subforum dedicated to the issues that have arisen in the course of the assignment. Here, students answer students' questions, correct errors in someone else's code, and support each other, which helps to consolidate a kind of team - or "clan", if you go back to the game vocabulary.

The advantages of gamification in the educational process are obvious - the student's genuine interest, his involvement in the process at every stage, including the most "boring" and long - for labor-intensive courses - quests - is followed by a corresponding reward. In this example, the Codecademy resource used gamification to its advantage even in a force majeure situation - when moving a resource to another server, some user information was lost - some earned points or game progress, due to which some students had to go through some of the tasks again. In this case, the administration of the resource awarded the special "404" badge to all the "victims" - which definitely distinguished them from the rest and became almost a cause for pride. However, gamification is a highly psychological principle. It is clear that everyone loves computer games and does not like to learn [7, pp. 596-597]. Therefore, the idea of introducing game dynamics into learning and thereby changing the process of education for the better sounds great. But if you look deeper, you have to confront the negative consequences of the use of the psychology of games in education: External motivation. External rewards, such as badges and so on, are of course necessary, but more important is the internal motivation of students to learn. Just another marker of the economy. There are various studies that speak of neglecting the use of awards in training - the student must clearly understand what exactly awards are given (badges, glasses, and so on). Gamification psychologically undermines behavior. Many learners can focus on winning awards, but not on learning.

Conclusion

The gamification of the educational process can ultimately be considered in two ways. Of course, the use of basic approaches and methodologies brings undoubted benefits - involves, and not least, maintains a constant interest throughout the learning process. The presence of all sorts of rewards for what has been achieved and the lack of punishment for a mistake allows you to focus your attention on moving forward towards clearly defined goals without fear of taking the wrong step. However, one cannot consider gamification as a panacea or a universal way of constructing an educational process. A good game is intended to create an illusion of importance and seriousness for a frivolous business. That is why you need a possible loss. This applies to most of the children's spontaneous games, and well-designed products of the gaming industry. Gamification, on the other hand, is trying to solve the exact opposite task - to give lightness and playfulness to a serious matter. The main obstacle is the unavailability of the same abstract student to switch to the game mode, since it is real, not game responsibility. Accordingly, the main risk of successful gamification is a reduction of responsibility ("Well, this is just a game!").

Literature

1. Apperley, T. H. (2006). Genre and game studies: Toward a critical approach to video game genres. *Simulation & Gaming*, 37(6), 6-23.
2. Kapp, K. *The Gamification of Learning and Instruction*. San Francisco, CA: Pfeiffer, 2012.- 235p.
3. Bernhaupt, R. (2010). User experience evaluation in entertainment. In J. Karat & J. Vanderdonckt (Eds.), *Evaluating user experience in games: Concepts and methods* (pp. 1-7). New York, NY: Springer.
4. Deterding, S., O'Hara, K., Sicart, M., Dixon, D., & Nacke, L. (2011). Gamification: Using game design elements in non-gaming contexts. *CHI 2011 Workshop*. Vancouver, BC.
5. McGonigal, J. (2011). *Reality is broken: Why games make us better and how they can change the world*. New York, NY: Penguin Books.
6. Sampar, Elisabeth. *Everything Is Game Design*, 2015.
7. Whitton, N. (2011). Game engagement theory and adult learning. *Simulation & Gaming*, 42(5), 596-609.