

References

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INDIVIDUALIZED APPROACH TO GAMIFICATION BASED ON MOTIVATIONAL PROFILE IN FOREIGN LANGUAGE LEARNING

Introduction. In the Belarusian system of education the introduction of games in the educational process is happening gradually, mostly in the form of separate elements. The question of gamification efficiency in education touches upon various aspects of game technologies, such as creating a comfortable educational environment [1, p. 232] and the effective educational process [2, p. 25], and most importantly — motivation to learning [3, p. 33]. There is a need to pay attention to the fact that motivational sphere of each particular group of people is grounded on certain basic needs of its representatives. In this regard, it is necessary to implement an individual approach to the creation and application of games in the process of foreign languages learning, taking into account the age features of the group.

On this basis, the relevance of the research is explained by the need to identify and take into account the motivational spheres prevailing in a particular target group of students when choosing game mechanics for creation and using of educational interactive games in the English language learning process.

Main part. The object of the research is the motivational profiles of students learning a foreign language at the third stage of receiving general secondary education.

The subject of the research is game mechanics used in the process of creating educational games taking into account the most common motivational profiles as part of an individualized approach to their choice.

As the product of the research an educational interactive board game is planned. In the creation of the game the age characteristics of students will be taken into account, namely the set of motivational profiles they selected during the research, which will significantly affect the choice of game mechanics used in the process of developing the game.

The material for the research was the curricula and textbooks recommended for the English learning at the 3rd stage of receiving general secondary education, the students' motivational profiles test results, the experimental data obtained by testing the pedagogical effectiveness of the educational board game “Around Belarus”.

The aim of the research is to identify experimental data of pedagogical effectiveness of game-based learning of English, taking into account the dominant motivational profiles of students at the 3rd stage of education.

The working hypothesis of the research is that an individual approach to the choice of game mechanics and their correspondence to the motivational profiles of students when creating interactive educational games has a positive effect on the motivation to learn English and increases the level of students' intercultural foreign language competence.

The scientific novelty of the research is in the fact that for the first time in Belarus a prototype of a didactic educational game is created and tested and the attention is paid to the individual approach to the choice of game mechanics on the basis of dominant motivational profiles of students when creating the game.

The theoretical significance of the research results lies in the contribution to the study of the students' motivational profiles and their corresponding game mechanics, which contribute to the improvement of students' intercultural foreign language competence.

The practical value of the research lies in the fact that the results obtained and the educational interactive board game are used in English language learning at the 3rd stage of general secondary education in the state educational establishment “Baranovichi Gymnasium № 5”, which significantly improves both motivation, and the level of students' intercultural foreign language competence.

Based on the studied theoretical material and the conducted practical research, we have come to the following conclusions.

Game elements are used in modern society to improve the efficiency of work in various spheres of human activity. The introduction of the game in these spheres contributes to the development of creativity, intuition, persistence in achieving goals, psychological resistance to the constantly changing conditions of work and educational activities. In education games also play an important role. They increase motivation to learning languages and improve intercultural foreign language competence.

The aim of the research was to identify experimental data of pedagogical effectiveness of game-based learning of English, taking into account the dominant motivational profiles of students at the 3rd stage of education.

In the process of the research we obtained the following results.

1. We studied the scientific articles of native and foreign psychologists, teachers and linguists to represent the concepts of “gamification”, “motivational profile of the student”, “game mechanics”.

2. We presented the existing in contemporary linguistics typologies of motivational profiles and game mechanics.

3. We also carried out the survey among the students learning English at the 3rd stage of receiving general secondary education in “Baranovichi Gymnasium № 5”. The obtained results showed that the most common motivational profiles of students, identified during the survey are: “financial reward”, “self-improvement” and “recognition achievements”.

4. According to the dominant students’ motivational profiles, we selected the most appropriate game mechanics for further application in gamified English learning to develop intercultural foreign language competence of students. Among them are the following: 1) “achievements”, usually seen as rewards (game money); 2) “reward ratio mode”, which provides rewards upon completion of several actions (if you answer all the questions on two cards in a row correctly you get extra points); 3) “status”, which determines a player’s rank or level (if you answer all the questions on two cards correctly without buying the clue you get a rank).

5. We compiled a sample of English language material based on the curricula and textbooks recommended for English learning at the 3rd stage of general secondary education. The material was used to compose the tasks for the game.

6. On the basis of the obtained research results, the educational didactic interactive board game “Around Belarus” was created: the most effective game mechanics were applied, taking into account the individual approach to the dominant motivational profiles of students.

In the process of creating the board game “Around Belarus” the game topic was chosen according to the importance of civic and patriotic education of youth as one of the main priorities in educational work.

The effectiveness of the communicative educational game “Around Belarus” in the learning process was investigated through three stages of students’ survey. The survey was conducted in four groups of 10 students each. In the first two groups, the study of the topic “Belarus” took place in the classes. In the other two groups, in addition to studying this material, the game “Around Belarus” was used.

The first stage of survey (before studying the topic) in the control group showed an average result of 64 %, and in the experimental group — 63 %. After studying the topic “Belarus” the second stage of testing took place. In the control group the result increased by 14 % and made up 78 % of correct answers, while in the experimental group the result increased by 22 % and made up 85 % of correct answers. The third stage was conducted two weeks after studying the topic and using the game “Around Belarus” in the experimental group. The data obtained in the survey show that after a certain period of time the amount of information on the topic in the active memory decreased. However, in the control group the test results decreased by 7 %, while in the experimental group the decrease was only 3 %, which proved the effectiveness of the educational game in the learning process.

Conclusion. Thus, the game efficiency survey proved that the game “Around Belarus” helps to increase the level of developing students’ intercultural foreign language competence.

We created the educational communicative board game “Around Belarus”, which increases the level of developing intercultural foreign language competence of students. It means that the hypothesis we put forward is confirmed. The individual approach to the choice of game mechanics and their correspondence to the motivational profiles of students when creating interactive educational games have a positive effect on the motivation to learning English and increases the level of intercultural foreign language competence of students.

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