

USING GAMIFICATION TO INCREASE STUDENT MOTIVATION IN FOREIGN LANGUAGE CLASSES

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Annotation: in the article, the author considers the concept of gamification and the influence of this style on the interest and motivation of students in a foreign language. The types of motivation are also analyzed, as are its psychological personality traits and key aspects that connect gamification. The author describes learning platforms that combine elements of the game and allow you to achieve a high level of motivation.

Keywords: motivation, gamification, foreign language, training, gaming platforms.

Today, gamification in education is a new and interesting way of teaching. Information technology is developing very quickly, so modern students often experience a decrease in motivation in the classroom. Modern education with smartphones and gadgets takes the place of traditional education using books and notebooks. Gamification can be defined as "the application of Game methods and techniques, as well as video game elements, to increase motivation and participation in learning in an out-of-Game context". It should be noted that when using the gamification method, there is a direct relationship between increased motivation and high levels of activity. It is known that behavioral characteristics and personal characteristics directly affect the learning process. Such characteristics include self-esteem, reaction rate, risk, developed feelings of anxiety, empathy ability, extraversion or introversion, and finally motivation. The use of gamification in foreign language classes can have a significant impact on student motivation and thus increase cognitive interest in the study of science. Motivation is considered a psychological process that is responsible for the beginning and continuation of goal-oriented behavior. This is often manifested by the individual choice to participate in

the activity and the intensity of strength and determination in the activity. When teaching a foreign language, two types of motivation are necessary - internal and external motivation [3]. Scholar and psychologist Mark Lepper defines intrinsic motivation as a tendency to act for self-interest and satisfaction with the learning process, as well as a sense of success. External motivation is caused by motives that do not affect educational activities (for example, a sense of responsibility to the teacher, getting a good grade as a reward, ignoring the quality of knowledge, etc.). [1]. Gamification combines these two types of motivation. In addition, game elements are ideal for readers. For example, using external rewards such as levels, points, and badges to increase activity creates an internal motivation for a sense of success, skill, and belonging. In addition to competition, social interaction and cooperation, a foreign language learner will have motivation.

There are six main aspects related to gamification that can be considered when teaching a foreign language: traits, behavioral learning, cognition, self-determination, interest, and emotions. Each point of view has its own characteristics that increase the student's motivation [2]. Players with a skill motif will have more motivation if the gameplay emphasizes status, Control, and competition. Players with cooperative motives are encouraged if playing the game emphasizes player engagement. Behavior training players are encouraged if playing a game provides immediate feedback in the form of positive and negative feedback and ensures that they receive rewards. Perception players are motivated if the game of play sets a clear and achievable goal and emphasizes the importance of an individual's actions in a given situation. Self-determination players are motivated if they experience a sense of ability and social belonging. Interest players will be motivated if the game serves the interests of the players and generates interest in the context of the situation through direct feedback. Emotions players are motivated if the game reduces negative emotions such as fear, envy, and anger, and increases positive emotions such as empathy, emotion, and pleasure. The use of gamification in teaching has led to the use of many tools to improve the language learning process and encourage

students. For the purpose of practical application of Game methods in foreign language lessons, it is necessary to consider in detail platforms that can be actively used:

Duolingo . The platform was created to allow users to learn a language through games that go through several levels. Duolingo covers all types of speech activity: speech, listening, grammar and vocabulary, the content of which is always presented in whole sentences. The user can choose from six languages, including English, Spanish, Portuguese, Italian, German and French. Feedback comes immediately and the reader can easily track progress. Teachers can use it as part of their daily homework to encourage students to actively learn as well as communicate and collaborate.

Dojo class . The main purpose of Class Dojo is to provide a platform for teachers to manage student behavior. It also helps motivate elementary school students through strategies that combine avatars, points, and leaderboards. Parents can participate and communicate with the teacher. Class Dojo monitors, shares and evaluates student participation and provides immediate feedback. This allows students to adapt to a new language.

Edmodo . It is a secure social network for learning with game elements such as badges and quests. It can be used as a class extension for all levels of Education. It also has an interface very similar to Facebook. Students can comment on posts, send assignments and track their progress. Teachers can place questionnaires, open discussion boards, create quizzes, and post assignments. It is a great incentive for language learning because it encourages teamwork. In addition, the student can practice spelling and grammar in oral messages and create differentiated instructions through small groups and common folders.

Zondle . It is a game-based learning platform that includes gameplay. Using it, the teacher can create quizzes and use different content. This is great for homework and practice, as the Zondle comes with many exercises and tests. Socratic

. It is a dynamic, intelligent student response system that engages students through smartphones, tablets and laptops and allows teachers to formulate and summarize their students ' assessments. This is a great way to use gamification, as students can answer questions without the stress of trial and error, which reduces anxiety. This allows users to import images into question elements and includes game strategies such as instant feedback and easy data analysis.

Brainscape . It is a web and mobile application platform that combines personalized flash cards to track student progress. Brainscape is a great motivator for learning vocabulary in the foreign language you are learning. It also provides automatic feedback. Summarizing all of the above, we can conclude that the use of games in foreign language lessons has a significant impact on increasing student motivation, and the use of the described platforms and applications can significantly improve the learning process and increase interest in knowledge.

USED LITERATURE

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