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**THE ROLE OF GAMIFICATION IN DEVELOPING FOREIGN LANGUAGE
COMMUNICATIVE COMPETENCE**

Abstract. This article examines the potential of gamification as a common pedagogical method in teaching English. The main purpose of this study is to demonstrate the educational and methodological potential of gamification in the development of students' communication skills. The research is based on a systematic approach to the formation of foreign language communication skills in the higher education system, including activity-based methods and methods of interaction within the competence paradigm.

This method combines a theoretical analysis of scientific literature, a review of domestic and international gamification experience, and the use of game modeling methods in the educational process. The study includes an analysis of the role of game elements such as scores, leaderboards and interactive tasks in motivating and attracting students to participate in English language courses.

The results confirmed that gamification significantly increased students' activity and motivation, developed creativity, and improved language learning outcomes. The study emphasized its effectiveness at all stages of language learning, from acquiring vocabulary to mastering communication skills.

This research is very important for teachers who are looking for innovative ways to improve English language learning outcomes for students. It highlights the importance of integrating digital tools and gaming technologies into the learning process, especially in the age of digital transformation. The results obtained can be applied in schools, higher education institutions and professional development programs.

In short, gamification is an effective tool for promoting active participation and motivation in modern education. The study contains practical suggestions for the introduction of gamification to improve the quality of English language teaching.

Key words. Gamification in education, Interactive teaching methods, Innovative teaching strategies.

Introduction. The education is undergoing significant transformations driven by technological progress, changing cognitive habits of learners, and the increasing integration of digital technologies into daily life. Traditional methods of teaching are giving way to innovative approaches that align with the new reality dominated by interactive environments, digital communication, and gaming culture. The younger generation develops its skills and knowledge in constant interaction with digital platforms, demanding that educators adopt flexibility, strategic thinking, and the implementation of modern methodologies capable of maintaining high levels of motivation and ensuring the efficiency of the learning process.

One of the most promising directions in contemporary pedagogy is “gamification”—the use of game mechanics to enhance engagement and the quality of education. In the context of the growing popularity of video games and interactive platforms, this approach allows educators to create a learning environment where mastering English becomes not just a necessity but an enjoyable process. The application of gaming technologies fosters the development of critical thinking, communication skills, and the natural acquisition of language material, making gamification a powerful tool for modern teachers. It is essential not only to adapt educational programs to these new realities but also to thoughtfully integrate game mechanics into the learning process, ensuring both accessibility and depth in acquiring a foreign language.

Historically, game-based teaching methods have been used in education for centuries. As early as the Middle Ages in Europe, linguistic games were employed for learning Latin, and in the 19th and 20th centuries, educational systems in the UK and the US widely adopted role-playing and didactic games for foreign language instruction. In Soviet pedagogy, game-based techniques also played a significant role: theatrical forms of learning, card games, and board games were popular tools for developing language skills. However, in the 21st century, with the advent of digital technologies and the widespread popularity of video games, gamification has gained new momentum and relevance.

Today, there is a rapid growth of interest in game-based methods in education. The advancement of digital technologies, artificial intelligence, and virtual reality opens up new opportunities for creating interactive and adaptive learning environments. In academic circles, there is an active discussion about the mechanisms for incorporating game elements into the educational process, and studies are being published that confirm the effectiveness of gamification in learning. This makes it crucial to consider gamification not just as a supplementary tool but as an independent pedagogical technology capable of significantly improving the quality of language education.

The goal of this article is to reveal the didactic and methodological potential of gamification in teaching foreign languages, particularly English. The study examines gamification mechanisms, their impact on the learning process, and the conditions for the effective integration of game technologies into educational practice. The novelty of this study lies in substantiating gamification as a universal technology for teaching foreign languages. The article analyzes ways to apply game-based methods at various stages of language learning, describes the pedagogical principles of their implementation, and identifies key conditions for the effectiveness of game-based methodologies. The authors propose a comprehensive approach to gamification as a tool capable of optimizing the process of learning English and improving its outcomes.

Materials and Methods of Research. Gamification, refers to the integration of game mechanics and elements into non-gaming processes, including the educational environment. In the context of foreign language learning, this involves the use of such gaming techniques as ranking systems, levels of difficulty, quest-based tasks, interactive simulators, and competitive mechanics. The primary goal of gamification in education is to enhance students' motivation,

engage them in active learning, and create conditions for the natural use of the language in various communicative situations.

Gamification is a universal pedagogical technology as it can be adapted to different stages of learning and various categories of students, ranging from children to adults. Its implementation helps create a comfortable educational environment, reduces stress during foreign language learning, and improves the efficiency of learning by naturally engaging students in the process" [8, p. 32].

It is essential to distinguish between the use of game elements and a full-fledged game. According to K. Kapp, a game is a system in which participants undergo abstract challenges. It is characterized by rules, interactivity, feedback, and measurable goals, which often evoke emotional responses. Gamification and games are related as part and whole. A game is a self-contained system that includes numerous gaming elements, and its main purpose is entertainment. A game has a clear structure: a beginning, middle, and end, typically culminating in the player's victory. In contrast, gamification is not an autonomous system. Its objective is to help students achieve educational goals, sustain their interest, and maintain motivation by integrating individual game elements into the learning process.

Game elements used in the educational process include tools such as competitions between participants, tracking individual progress, awarding points, giving out prizes, medals, and achievements, utilizing levels, leaderboards, progress bars, as well as tasks, challenges, avatars, and interaction among learners. Some of these tools have already been applied in traditional education. For example, a teacher may offer rewards for successfully completing a complex task. However, such use only superficially reflects the essence of gamification, as it makes the reward the primary goal while neglecting the necessity of deep student engagement.

The effective use of gamification should focus on creating interest in the learning process. For example, a teacher can implement a system of rules for classroom behavior, where students earn points for adhering to these rules. Once a certain number of points is accumulated, students can receive small rewards. Another approach involves structuring the educational material in levels of increasing difficulty. Upon completing each level, students can earn a medal, and upon finishing the course, they can receive a certificate. This method not only boosts motivation but also makes the learning process more engaging and productive.

Gamification significantly differs from traditional games, whether role-playing or business-related, as it does not turn reality into a game but instead uses gaming elements to work with real-world content. In gamification, the learning process retains its fundamental structure, and the discipline remains the same as in the traditional education system. However, by introducing game mechanics, such as tasks, points, levels, or rewards, specific aspects are better structured, thereby increasing students' motivation to tackle educational tasks [0, p. 12].

An important aspect of gamification is its ability to create an atmosphere of engagement and interaction. It is a tool that promotes teamwork and informal communication between students and teachers. Such communication plays a key role, as it helps break down barriers and makes the learning process more accessible and comfortable. Gamification does not alter the essence of the content but enriches it with new forms of interaction, encouraging students to participate more actively in the educational process.

Gamification provides learners with the opportunity to study in a safe environment where there is no fear of making mistakes or being judged. One of the key aspects of this approach is the elimination of the feeling that any mistake could be the final one or that an incorrect answer will inevitably lead to failure and shame. Through game elements and the creation of a virtual environment, gamification allows students to experiment, try different approaches, and actively engage in tasks. This encourages them to make mistakes but simultaneously learn from them until the desired outcome is achieved. Such an environment helps overcome the fear barrier,

creating a space where learners can feel comfortable without fear of judgment. Over time, this eliminates fear as an obstacle to learning and fosters confidence in their abilities. This sense of security is especially important as it promotes the personal and professional development of students and supports their active participation.

In the gamification process, motivation plays a central role, and it is important to distinguish between its two types: intrinsic and extrinsic. Intrinsic motivation is formed through mechanisms of social interaction, such as exploring and immersing in game content or competing with peers. Extrinsic motivation develops through the structuring of knowledge using specific goals and tasks, linear progress, achieving certain levels of development in the game, or receiving special rewards that provide an advantage over other students.

Game elements are often associated with external incentives, but despite the common belief that students rely more on intrinsic motivation to acquire knowledge, practice shows that external factors often have a more noticeable impact. Incentives such as certificates, awards, or rankings can create a dynamic educational environment that encourages students to actively engage in learning activities. However, it is essential to consider that excessive emphasis on external rewards can lead to certain negative consequences. Specifically, an overreliance on external incentives can weaken intrinsic motivation, causing students to perceive the educational process solely as a means to achieve specific material or symbolic goals. This, in turn, can reduce their interest in the substantive side of learning, shifting the focus toward an external pursuit of rewards.

For the effective application of gamification in educational practice, it is necessary to strive for a harmonious combination of extrinsic and intrinsic motivation. External incentives should not only serve as a tool to attract students' attention but also as a means to enhance their cognitive interest and internal engagement in the learning process. This contributes to the development of sustainable motivation, supporting learners' activity in the long term. [11, p. 87]

The question of boundaries and control in the educational process using gamification remains complex and insufficiently researched. In particular, the issue of preventing potential cases of dishonest behavior among students remains open. When implementing game mechanics, as educators, we do not always have full control over students' actions. This can lead to phenomena such as "cheating," where students find ways to bypass the rules, focusing solely on accumulating points or improving their rankings, driven purely by external motives. More technically savvy or inventive students might exploit loopholes in the gaming system to artificially improve their results, while less motivated participants may lose interest in the process altogether.

The most effective approach, as experience shows, is creating a system in which students have unlimited access to game elements at any time. This allows them to practice independently, experiment, make mistakes, and improve until the desired result is achieved. Such an approach facilitates skill development and thorough comprehension of the material.

However, this process requires clear control and a structured, step-by-step approach. The teacher plays a key role in this by closely monitoring the process and adjusting gamification elements to the individual characteristics of the group and each student. Assessments and tasks should be conducted under strict supervision to objectively evaluate the learners' progress. Thus, gamification should not devolve into an unregulated, free-form process. It must serve as a tool applied systematically, step by step, under the close guidance of a professional to preserve its educational value.

Indeed, it is important to acknowledge that the constant use of gamification or game elements in every lesson can have negative consequences for the educational process. Students may become accustomed to this format, causing gamification to lose its novelty and

effectiveness quickly. Furthermore, reliance on the gaming approach might negatively affect the perception of traditional teaching methods, reducing their value in students' eyes. This creates a risk that learners may struggle to engage with academic content presented without game elements.

Special caution is required in situations where low student motivation or insufficient knowledge leads to dishonest behavior. The desire to "win" or earn points often becomes the dominant goal, overshadowing educational objectives. In such cases, the very idea of using games to improve knowledge quality and engagement loses its meaning, transforming into a mere form of entertainment devoid of educational value.

Moreover, the use of digital applications, educational videos, or interactive games does not always spark interest in all students. If a student feels coerced or fails to see the purpose of these activities, their implementation loses its relevance. In such scenarios, traditional exercises and proven teaching methods may be more effective and appropriate.

Therefore, it is crucial to consider the specific characteristics of the audience, set clear goals, and align chosen approaches with educational objectives. Gamification should remain a supplementary tool rather than the foundation of the entire educational process to prevent the loss of its value and effectiveness.

Results and Discussion. Summarizing the positive and negative aspects discussed above, it is important to emphasize the need to carefully evaluate the application of both traditional gaming methods and modern approaches, such as gamification, mobile applications, and video games designed for learning foreign languages. We must understand whether these innovations genuinely enhance and simplify the educational process or create additional challenges or overloads that do not contribute to effective learning. Special attention should be paid to ensuring that the educational process includes mechanisms for feedback between the student and the teacher, as well as fosters the student's ability to adequately assess their own capabilities. It is essential to recognize that the learner's intrinsic motivation plays a pivotal role. Gaming methods, including gamification, often extend beyond the teacher's full control. Students may discover unconventional ways to solve problems or access additional resources that educators may not always anticipate. This presents a unique opportunity to uncover and understand the hidden potential of students, their creative approach, and their desire to express themselves in such active endeavors.

Gamification not only helps students actively engage in the process but also allows them to demonstrate their abilities in non-standard conditions. In this context, it is worth mentioning the American researcher Karl M. Kapp, the author of several books on gamification in education, who identifies two types of gamification: structural gamification and content gamification. He points out that these two types are not opposites but rather can effectively complement each other within the framework of a single course [0, p. 178].

Structural gamification serves as a promising tool for not only maintaining but also actively stimulating interest and motivation in students while learning new material. In modern educational practice, platforms such as Quizlet, Memrise, Duolingo, and interactive applications for creating online flashcards are integral parts of a learning format focused on individual student development trajectories. These tools offer learners a wide range of opportunities, from choosing their own learning pace to analyzing their progress. This enables students to access a personalized educational process where they can not only record their successes but also work on identified gaps.

According to the official Duolingo website, the platform offers several key advantages for language learners:

1. Free access – Duolingo provides users with the ability to learn multiple languages at no cost. The service is available for unlimited use, allowing learners to practice at their own

pace, with or without breaks.

2. Extensive community support – The platform features an active forum where users can interact, ask questions, and support one another. This fosters motivation and makes the learning process more engaging.

3. User-friendly design – Duolingo’s interface is intuitive and easy to navigate, ensuring that users can quickly familiarize themselves with the platform. Exercises are clearly structured and straightforward.

4. Adaptive learning system – The app gradually increases task complexity based on the user’s progress. Mistakes trigger a repetition mechanism, reinforcing material comprehension and improving long-term retention. [4]

In the fall of 2012, an independent scientific study was conducted over eight weeks to assess the effectiveness of Duolingo. Participants were instructed to use the app for a minimum of 30 hours throughout the experiment, with a threshold of at least 2 hours. Researchers predicted that daily sessions of at least 15 minutes would significantly impact progress, especially considering that the participants had never studied the target language before. The study results showed that language proficiency improved by an average of 91.4% among users. On average, it took participants 26 to 49 hours of consistent use of the platform to acquire fundamental language skills. Additionally, surveys were conducted to evaluate various aspects of the Duolingo experience. When asked about their reasons for learning a foreign language, respondents provided the following distribution:

1) Personal interest – 66.5%

2) Business/work – 14.5%

3) Travel – 8.8%

4) School/university – 8.3%

5) Other reasons (such as general language curiosity, family, or helping children learn) – 1.8%

Another survey assessed user satisfaction and engagement:

- 95.5% of users found the application easy to use.

- 92.4% stated that Duolingo genuinely helped them learn a language.

- 87.9% reported being satisfied with their learning experience and found the process engaging.

Finally, participants were asked: “How likely are you to recommend Duolingo to a colleague or friend?” More than 80% responded with “Very likely.” [0]

Quizlet is a highly effective tool for enhancing the learning process due to its wide range of ready-to-use features, accessibility anytime and anywhere, and user-friendly interface. This online platform offers a variety of interactive exercises, including spelling practice – users can improve their writing skills by repeatedly spelling words correctly; translation tests – tasks include entering the correct translation of a word or selecting the right answer from multiple choices; typing exercises – users must accurately type words to reinforce their memory; matching activities – learners pair vocabulary terms with their correct definitions; gravity game – a gamified exercise where users must quickly type the correct word before it disappears from the screen. Quizlet has ambitious expansion plans, aiming to reach over ****1.5 billion**** student users worldwide. Key Advantages of Quizlet:

Progress tracking – users who upgrade to “Quizlet Teacher” can monitor students’ learning progress; fast results – the platform facilitates quick and effective learning outcomes; wide accessibility – Quizlet is available to learners globally; classroom integration – teachers can create virtual classes, allowing them to oversee students’ performance; time efficiency – once study materials are entered into the system, they can be reused to create additional study sets; reusable content – the same study set can be used multiple times across different student

groups and language proficiency levels.[14]

From a pedagogical perspective, these platforms provide a valuable opportunity to organize both individual and group work. Tools like Kahoot allow for quizzes and team competitions, making the educational process more engaging and participatory. This is particularly important when working with specific modules, where a competitive spirit can sustain active participation, even among students who struggle with intrinsic motivation.

It is also worth noting that services like Duolingo or Quizlet not only allow teachers to monitor the material acquisition process but also create opportunities for introducing new approaches to teaching. For instance, the ability to add individualized glossaries to these platforms, based on texts studied in class, broadens educational horizons and enables students to integrate newly learned vocabulary into everyday practice.

Moreover, one of the key advantages of such platforms is the creation of an environment where students can repeatedly review material on their own, try various learning strategies, and make mistakes without fear of being judged. This approach makes the educational process not only flexible and adaptable but also safer for the student. In turn, this allows avoiding the overloading of motivational components tied to external incentives and focusing on the qualitative mastery of knowledge.

M.A. Odinokaya and M.V. Kollerova, in their article, examine the role of educational mobile applications in learning English, as well as their didactic characteristics and potential. For example, the “Learn English Elementary” app is a series of podcasts designed for English learners. These can be downloaded onto a mobile phone, allowing students to practice at any convenient time. The “Duolingo” app enables users to learn not only English but also Italian, French, and other languages. It can serve as a supplementary tool with interactive exercises for beginners. The mobile app and website “Memrise” are well-suited for learning new vocabulary through interactive tasks. The “Grammar Up” app includes grammatical rules and examples of word usage. “Langbook” can function both as an electronic dictionary and a translator. The mobile app and website “Lingualeo” are aimed at vocabulary memorization through four types of training: word-to-translation, word-to-word, translation-to-word, word constructor, as well as listening exercises [0, pp.100-102].

A.M. Grigorenko analyzes the potential of mobile applications for independent student work in the process of learning a foreign language. The author conducted an experiment to evaluate the effectiveness of mobile technologies in learning English grammar. During foreign language classes, the experimental group used the “British Council – Learn English Grammar” app as homework to reinforce the grammar material covered in class. Additionally, students used the free “QR Code Reader by Scan” app to complete exercises created by the teacher using QR code technology. The study revealed that the experimental group demonstrated a high level of grammatical skill development and an improvement in the quality of homework completion [0, pp. 122-129].

M.A. Kurbakova and A.A. Kolesnikova explore the use of the interactive service “Quizlet” for teaching technical English in universities [0, pp. 103-109].The authors employ a language combination of “English-Russian” and various formats such as “word + translation + image representing the word’s meaning” or “word + definition in English + corresponding image.” Students practice vocabulary from a list of 15 words (five nouns, adjectives, and verbs) in several modes: flashcards, memorization, writing, pronunciation, testing, and the game mode “Gravity.” The results of testing across different student groups and levels differed from initial expectations, as even first-year students, who had not previously studied these topics, achieved significant success. This confirms the effectiveness of the proposed method for memorizing new vocabulary[0, pp. 103-109].

E.A. Prikhodko also suggests using mobile educational applications for grammar training

as an additional independent practice tool for students in non-language majors. Among the key advantages of this approach, the author highlights the convenient presentation of core grammar topics, the opportunity to reinforce knowledge and develop necessary linguistic patterns in a gamified format, and the automation of self-assessment. For teachers, mobile apps provide additional means of motivating and engaging students, a personalized tool for language skill development, and, if the app includes tracking features, the ability to monitor student progress [0, pp 147-150].

Structural gamification is not just a tool but a comprehensive methodological concept that contributes to improving the quality of the educational process by fostering in students not only knowledge but also sustainable cognitive activity.

Content gamification, on the other hand, focuses on transforming the course content to make it more similar to a video game. To achieve this, elements such as storytelling and character creation are utilized. However, the course content itself does not turn into a game but rather incorporates mechanics characteristic of games. This means that the course's goal remains educational rather than entertaining [0, p. 90]. For example, the series of computer games "Learn Japanese to Survive!" is structured so that each game features a unique storyline and diverse characters with whom the player's avatar can interact. To progress through the storyline, players must learn katakana, hiragana, kanji, as well as master vocabulary and the basics of Japanese grammar [0].

One of the standout examples of content gamification is the project "Zombie-Based Learning", developed by geography teacher David Hunter from Seattle. This educational course is a 75-hour geography learning program built around a zombie-apocalypse game scenario. Students are tasked with using their knowledge of the natural world to find a new place for the survivors to live. The course includes three teacher guides, a graphic novel for students based on the storyline, and additional materials. Every element of the program is designed to enable students not only to acquire new knowledge but also to actively apply it both in the classroom and beyond [0].

Conclusion. Improving students' motivation and engagement in learning activities is critical for developing essential skills and competencies. A comprehensive review of the literature highlights the potential of gamification techniques—such as points, badges, leaderboards, levels, rewards, progress bars, challenges, feedback, and avatars—to enhance learning experiences across various educational contexts, including university courses. These methods have been shown to increase learners' motivation, engagement, and performance, primarily by fostering a comparative and interactive learning environment. Such an environment influences not only how students learn but also their enthusiasm for the learning process itself.

Gamification contributes to creating a fun and stimulating atmosphere that encourages students to actively engage with educational tasks, thereby increasing their interest and intrinsic motivation. By leveraging these techniques, educators can better capture students' attention, promote sustained effort, and improve their overall academic outcomes. Furthermore, understanding how gamification techniques affect learner behavior is essential for researchers and instructors in selecting the most appropriate methods tailored to their students' needs and the learning objectives of the course.

This understanding is particularly vital for instructional designers tasked with choosing suitable gamification interventions that can effectively stimulate active participation during discussions or collaborative activities. It is equally important to provide students with clear guidance on the application of gamification strategies before they engage in gamified tasks to ensure meaningful and productive interactions.

Despite the growing interest in gamification, prior studies have often failed to provide sufficient insights into the suitability of specific gamification techniques for achieving particular learning objectives. Addressing this gap by equipping educators and researchers with robust knowledge about effective gamification approaches is essential for advancing its role in education. A well-informed implementation of gamification not only enhances students' learning experiences but also paves the way for innovative and engaging pedagogical practices.

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ШЕТ ТІЛІНДЕГІ КОММУНИКАТИВТІ ҚҰЗЫРЕТТІЛІКТІ ДАМУДАҒЫ ГЕЙМИФИКАЦИЯНЫҢ РӨЛІ

Аңдатпа. Бұл мақалада ағылшын тілін оқытудағы жалпы педагогикалық әдіс ретінде геймификацияның әлеуеті қарастырылады. Бұл зерттеудің негізгі мақсаты-оқушылардың коммуникативтік дағдыларын дамытудағы геймификацияның оқу-әдістемелік әлеуетін көрсету. Зерттеу жоғары білім беру жүйесінде шет тіліндегі қарым-қатынас дағдыларын қалыптастырудың жүйелі тәсіліне, оның ішінде құзыреттілік парадигмасы шеңберіндегі іс-әрекетке негізделген әдістер мен өзара әрекеттесу әдістеріне негізделген.

Бұл әдіс ғылыми әдебиеттерге теориялық талдауды, отандық және халықаралық геймификация тәжірибесіне шолуды, оқу процесінде ойын модельдеу әдістерін қолдануды біріктіреді. Зерттеу студенттерді ағылшын тілі курстарына қатысуға ынталандыру мен тартудағы ұпайлар, көшбасшылар тақтасы және интерактивті тапсырмалар сияқты ойын элементтерінің рөлін талдауды қамтиды.

Нәтижелер геймификация оқушылардың белсенділігі мен ынтасын едәуір арттырғанын, шығармашылық қабілеттерін дамытып, тіл үйрену нәтижелерін жақсартқанын растады. Зерттеу барысында оның тіл үйренудің барлық кезеңдерінде, сөздік қорын меңгеруден бастап, коммуникативтік дағдыларды меңгеруге дейінгі тиімділігі атап өтілді. Бұл зерттеу студенттердің ағылшын тілін үйрену нәтижелерін жақсартудың инновациялық жолдарын іздейтін мұғалімдер үшін өте маңызды. Ол цифрлық құралдар мен ойын технологияларын оқу процесіне, әсіресе цифрлық трансформация дәуірінде біріктірудің маңыздылығын көрсетеді. Алынған нәтижелерді мектептерде, жоғары оқу орындарында және біліктілікті арттыру бағдарламаларында қолдануға болады.

Геймификация-бұл қазіргі заманғы білім беруге белсенді қатысуға және ынталандыруға ықпал ететін тиімді құрал. Зерттеуде ағылшын тілін оқыту сапасын жақсарту үшін геймификацияны енгізу бойынша практикалық ұсыныстар берілген.

Кілт сөздер. Білім берудегі геймификация, Оқытудың Интерактивті әдістері, Оқытудың Инновациялық стратегиялары.

РОЛЬ ГЕЙМИФИКАЦИИ В РАЗВИТИИ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

Аннотация. В данной статье рассматривается потенциал геймификации как распространенного педагогического метода в обучении английскому языку. Основная цель данного исследования - продемонстрировать образовательный и методический потенциал геймификации в развитии коммуникативных навыков учащихся. исследование основано на системном подходе к формированию навыков иноязычного общения в системе высшего образования, включающем деятельностные методы и способы взаимодействия в рамках компетентностной парадигмы.

Этот метод сочетает в себе теоретический анализ научной литературы, обзор отечественного и международного опыта геймификации и использование методов игрового моделирования в образовательном процессе. исследование включает анализ роли игровых элементов, таких как баллы, таблицы лидеров и интерактивные задания, в мотивации и привлечении студентов к участию в курсах английского языка.

Результаты подтвердили, что геймификация значительно повысила активность и мотивацию учащихся, развила креативность и улучшила результаты изучения языка. В

исследовании подчеркивалась ее эффективность на всех этапах изучения языка, от приобретения словарного запаса до овладения навыками общения.

Это исследование очень важно для преподавателей, которые ищут инновационные способы улучшить результаты изучения английского языка учащимися. Оно подчеркивает важность интеграции цифровых инструментов и игровых технологий в учебный процесс, особенно в эпоху цифровой трансформации. полученные результаты могут быть применены в школах, высших учебных заведениях и программах повышения квалификации.

Геймификация является эффективным инструментом поощрения активного участия и мотивации в современном образовании. в исследовании содержатся практические предложения по внедрению геймификации для повышения качества преподавания английского языка.

Ключевые слова. Геймификация в образовании, интерактивные методы обучения, инновационные стратегии преподавания.