

в цифровому просторі – це вкрай необхідні навички, що особливо стають у нагоді в часи гібридної війни.

Проблематику інформаційної безпеки зокрема в контексті юриспруденції також розглядає В. В. Шемчук, вважаючи, що «інформаційну безпеку можна визначити як правовідносини, що виникають під час здійснення превентивних і захисних заходів в інформаційному середовищі людини, суспільства та держави»³⁶. Особливо це актуально в умовах гібридної війни, розповсюдження фейків і дезінформації в цифровому просторі, а також ворожої пропаганди.

Отже, ураховуючи цифровізацію значної частини державних послуг, а також затвердження загальнонаціональної політики, спрямованої на перенесення більшості урядових аспектів, освітніх установ та підприємств на електронний режим функціонування, питання зміцнення державного статусу української мови має постати на порядку денному серед лінгвістів. Існує неабияка необхідність дослідити потенціал додаткового утвердження статусу української мови в контексті збройної агресії та постійного потоку пропаганди в інтернеті.

DOI: 10.51587/9798-9866-95907-2022-009-113-122

³⁶ Шемчук В. В. Інформаційна безпека та інформаційна оборона в контексті розвитку вітчизняної доктрини й законодавчої основи. Вчені записки Таврійського національного університету ім. В. І. Вернадського. Серія «Юридичні науки». 2019. Т. 30. № 4. С. 33. [Електронний ресурс]. URL : http://juris.vernadskyjournals.in.ua/eng/journals/2019/4_2019/8.pdf

Olena BEREZINSKA,
senior lecturer of the Department of Foreign
Languages for professional communication
of the International Humanitarian University,
ORCID ID: 0000-0001-8542-4600
Odessa, Ukraine

GAMIFICATION IN LEARNING UKRAINIAN AS A FOREIGN LANGUAGE

The world is changing fast and it is becoming more global, so many opportunities and threats arise. Everybody has to look around and see what's happening now and where the world is going. That's why it's important to observe and follow trends in different domains in our lives and react to the changes around. Futurology, change management, entrepreneurship are not only buzz words anymore, they can be a way to more opportunities for your career.

Teacherpreneurship is a mindset and philosophy towards your career, work and life in general. It's about teachers who want to make a difference and are striving to innovations and creativity in their classroom and outside. Nowadays you may be more than just a teacher, you may become a material designer, a blogger, a policy maker, a professional speaker, an educational consultant and so on, and who want to disseminate their knowledge, change students' mindset or even the system of education. This will enable us to develop the ability of foreign students to adapt to the society and the community; to systematize the acquired knowledge more effectively, to increase the motivation of learning and the level of language training.

In our culture, "entrepreneur and teacher" are two incompatible categories, because there are two different psychotypes and different values and approaches. But the world changes, and the incompatible becomes compatible. Researchers started talking about teacherpreneurship a couple of years ago in America, now they are talking about it in Finland and, I hope, they will start paying attention in Ukraine a little later.

Author will share some ways that may assist in figuring out the needs of different specialties and will also show the whole lifecycle of a piece of corporate material from "irrelevant nothing" to something amusing, valuable and handy from students' perspective. The article deals with the application of gamification in the non-game environment to promote the interest of students to study Ukrainian language as a foreign language for professional purposes. Successful use of game elements analyzed by examples of quests, web-quests, and various resources to survey the professional terminology vocabulary.

Many teachers spend hours looking for engaging assignments. Gamification helps generate interest in learning. What is the result of such training?

- Students engage in assignments quickly.
- Students don't miss lessons.
- Are not distracted during the lesson.
- 100 % collected and mobilized.
- Remember all the words.
- Do all homework.
- Take additional tasks.
- They understand that learning Ukrainian is not boring.

In the ancient times punishment and rewarding systems have always been used with every aspect of life. The most common use of first gamification examples other than games itself, it has been used by military purposes. Being able to promote and getting rewarded when you have done something good or get punished when you

have done something bad, these kind of rules and management systems are used by the military to motivate soldiers and captains to engage a more modern army¹.

History of Gamification and Its Role in the Educational Process “play” are considered in the works of E. Berne, I. Huizinga, A. Leontiev, D. Elkonin, I. Kohn, S. Shmakov, P. Ershov. Analysis and approaches to the creation and development of games are found in the works of T. Fullerton, Jesse Schell, Jane McGonigal, Brands Brathwaite, Raf Koster, Steve Pig, Katie Salen, Eric Zimmerman, Scott Rogers, Ernes Adams, Chris Bateman, Richard Boom, David Freeman, Chris Crawford, Richard Bartle, David Perry, David Parlett, Donald Norman.

The term “gamification” first appears in 1980 when Richard Bartle, a renowned game developer and researcher from the University of Essex in England, was brought in to develop a project called MUD1. It was MUD1 that first gave people the opportunity to enter a shared virtual world, becoming the inspiration for games like Second Life and World of Warcraft. Bartle’s role in this project was to develop a collaboration platform and gamify it, turning work into a game. Then this did not mean at all what is now being put into the concept of gamification.

The first attempts to establish mass public education began in the era of the industrial revolution, when schools were created after the model of factories. Their goal was to train workers to read instructions and work on a production line. The requirements for everyone were the same. Such a factory school is linear. But the students are all different. The labor market now has different requirements: it is not the ability to read instructions that is valued, but the ability to creatively solve problems and work in a team. The research was found in the United States that adding extra classroom credits at school reduced truancy rates by 40 percent. The bonus reward system worked in public schools where teenagers could have problems with attendance.

Gamification fosters a meaningful, playful approach to education. The sphere of Gamification is still very young, but it cannot be said that it is something completely new. There are many studies and publications on this topic, among them – the work of M. Barber, J. McGonigal, D. Clark, Lee Sheldon, K. Werbach and others.

Gamification in our mind is closely connected with technology. But examples of gamification can also be found offline. There is an example of offline gamification in the Manchester Museum of Football. The biggest problem in public toilets for men is to keep the toilet bowl clean. In order to motivate men to aim accurately, they put a small soccer goal with a small ball right into the toilet bowl. When men use the toilet they try to score a goal. The

1 Enes Bilgin. A Brief Overview on Gamification History. İstanbul Medeniyet University. 2020.

objective of the museum was to change men's behavior and help them keep the toilet clean. It was achieved by means of gamification.

Despite the experience accumulated in recent years all over the world, the contradiction has intensified: between the need to create a methodology for the gamification of education in the realities of modern education and the need for theoretical elaboration and substantiation of the conditions for its creation.

Foreign researchers offer different interpretations of the concept of "gamification". G. Sickermann², who was one of the first to describe the use of game elements in a non-game environment, defines Gamification as the process of using the game mechanism and thinking in order to increase the audience and solve problems. E.J. Kim³ believes that Gamification is the introduction of gaming technologies in order to make the task more exciting and interesting. There is an introduction of elements of pleasure into activities that usually do not provide us with it. K. Kapp⁴ gives a broader and more precise definition of the concept of "gamification": it is the implementation of the principles of game mechanics, aesthetics and thinking in order to attract students to an active learning process, increase motivation and solve problems.

Gamification is a growing phenomenon of interest to both practitioners and researchers. Defining gamification as "the process of making activities more game-like" focuses on the crucial space between the components that make up games and the holistic experience of gamefulness. Gamification is based on methodological approaches and examples from Kevin Werbach, professor at the Wharton School of Business (Pennsylvania State University) and author of the world's first course on gamification, as well as renowned game designer and entrepreneur Yu Kai Chou⁵.

Authors Kevin Werbach and Dan Hunter have been at the forefront of developing gamification tools in business. In a revised and updated edition of their book *To Win: The Power of Gamification and Gaming Thinking in Business, Education, Government, and Social Performance*, they explain that when used carefully and thoughtfully, gamification produces excellent results that are difficult to replicate with other methods.

It was a general interest in games. Both were originally teachers at Wharton and studied what was then called "cyberspace" – virtual worlds.

- 2 Sickermann G., Linder J. (2014). Gamification in business: how to break through the noise and grab the attention of employees and customers. M.
- 3 Kim B. (2015). Gamification in education and libraries. *Library Technology Reports*, 51 (2), 20-28. URL : <https://journals.ala.org/index.php/ltr/article/view/5631/6951Cached>.
- 4 Kapp K. M. (2016). Choose your level: Using games and gamification to create personalized instruction. In M. Murphy, S. Redding, & J. Twyman (Eds.), *Handbook on personalized learning for states, districts, and schools* (pp. 131–143). Philadelphia, PA: Temp.
- 5 Chou Y. K. (2015). *Actionable gamification: Beyond points, badges, and leaderboards*. Fremont, CA: Octalysis Media.

Dan Hunter has done this work before, comparing the virtual worlds of games to the virtual world that was created using the Internet in cyberspace. It seemed incredibly fun. Werbach, Hunter, a group of researchers, journalists got together and started playing World of Warcraft more than 15 years ago. This experience piqued the interest of scientists. As the phenomenon of gamification began to develop, people began to learn from games, learn from developing effective games, apply them in business, and apply them to things in the real world. What really struck Werbach at that point was that the games were an incredible motivator. If you enclose the process in the elements of the game, then people will do the most amazing things, and they will love it. This could be a big revelation.

Gamification has become more than just a management hobby. It began to be used in areas where people didn't even think about gamification, but just wanted to get people to do something. The spread of gamification, in particular to education, is really valuable in terms of an educational experience – this is Duolingo, a language learning app that's really carefully designed with gamification in mind, and that's a big reason it has become so successful. It is a method of motivating people at work and in school that changes their lives.

According to the authors of the book, there are six steps to gamification, and they all start with the letter D, which is why it is sometimes referred to as the “D6 concept.” The main idea in setting goals. Then design “loops of activity”, choose the right tools, and start building. By building such a structured process, you really touch on all the key elements of an effective system. Gamification doesn't have to be about points, badges, and leaderboards. The mastery of making the course interesting is gamification. There are many different examples of gamification. I had to deal with such non-standard and most creative use of gamification as Quest to Learn. It is based on organizing the entire curriculum and structure of high school according to the principles we learn from games. And they were able to show really remarkable results.

Duolingo is a series of gamification mechanics that work great for a wide variety of users. So those people who are really involved in the story go there. This allows many different types of users to be used to learn languages. He has changed the lives of countless people, especially those who want to learn English and take the English as a foreign test so they can study in the States or elsewhere. I would say that this is perhaps the most impressive use of gamification out there at the moment.

Gamification has been a very frequent research topic in the area of education in recent years, with some positive results, such as increasing student engagement

and motivation. However, studies on gamification as an instructional strategy are recent and need more data to help teachers in its use in the classroom. Thus, this work describes a gamification experience of a social game with students, graduate students, and discusses how the elements present in games can provide engagement and favor learning. Therefore, gamification and mobile learning can be good alternatives to increase the quality of teaching, generating meaningful experiences in the class.

Teaching Ukrainian as a foreign language requires a combination of traditional forms of learning and the capabilities of suitable game mechanics. As in the traditional approach, the lesson is divided into stages (presentation, practice, activation), but each action (activity) turns into a game. Student engagement is supported through Points, Badges and Levels. The end-to-end story throughout the game maintains learning interest from lesson to lesson. This study was conducted to assess the effectiveness of the implementation of the use of game elements and mechanics in a non-game context, widely used in business. The same approach works great in the educational field, when foreign students study Ukrainian as a foreign language. The first months of gamification experiment changed our classes dramatically. All my students started working hard and even asked for extra assignments. Many of the weaker students gained confidence and improved their performance.

Promising directions for further research may be related to theoretical generalizations in the field of gamification methods in teaching Ukrainian as a foreign language, as well as on the development and implementation of modern complex methods.

DOI: 10.51587/9798-9866-95907-2022-009-122-127