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GAMIFICATION IN LANGUAGE LEARNING: THE EFFECTIVENESS OF INTERACTIVE METHODS

Abstract This study explores the effectiveness of interactive methods in English language acquisition, focusing on game-based learning, digital tools, and collaborative platforms. Through a review of recent empirical studies and classroom applications, the research identifies key gamification strategies, such as point systems, leaderboards, rewards, and role-playing that significantly improve learners' linguistic performance and communicative competence. The findings suggest that when aligned with pedagogical goals, gamified environments foster deeper cognitive involvement and support a learner-centered model of instruction.

Keywords: gamification, interactive methods, educational process, Duolingo, Kahoot!, Quizlet, MinecraftEdu, educational games.

Due to the new challenges in Ukrainian society during the war, changes in the educational process in higher education institutions, especially those located in close proximity to the front line, have taken place. The dominant form of education there is distance learning. The choice of the form of education was directly related to the possibilities of ensuring the safety of the subjects of the educational process. There have also been changes in the teaching of foreign languages in non-language Higher Education Institutions (HEI) (Лемещенко-Лагода, 2024). Teachers have critically analysed the most popular methods and tools for distance learning of foreign languages in higher education and are rapidly introducing interactive methods in the learning process. The methodology of teaching foreign languages needs to be diversified and updated, namely, the involvement of the latest interactive technologies in the learning process (Лемещенко-Лагода, 2020).

The professional formation of a future specialist depends on certain human characteristics that determine the ultimate success of a student's formation as a professional and his or her readiness for professional activity. The development of the Internet and the widespread use of computer games have created the need to create new

attractive educational practices, including gamification as an innovative form of education and training with significant potential to complement and expand the possibilities of traditional learning.

It is known that modern university students live in a special interactive gaming space, so gamification is actually used to create a familiar and cosy environment for them. This environment, if properly organised, helps to improve learning efficiency.

Digital platforms, such as Moodle, Google Classroom, Microsoft Teams, Canvas, OpenEdX and others, allow for both synchronous and asynchronous learning, providing access to educational content at any time. This is especially important for students who combine study and work, have individual needs, or are in different time zones and especially during distance learning. The main functions of such platforms are systematisation of educational content, interactive interaction (tests, surveys, forums), feedback support, analytics of student progress and assessment tools.

Moreover I. Sushchenko noted that the use of game mechanics helps to absorb abstract or complex information more effectively, develop logical thinking, creativity and strategic planning (Сущенко, 2019).

The concept of “gamification” was introduced by computer game developer N. Pelling in 2002 (Pelling’s, 2025).

The developers of game models and applications intended for use in education name “several functions of the game in the modern educational process” (Імерідзе, та ін., 2020), namely: “game as a way of creating an innovative environment; game as a way of gaining knowledge from different fields; game as a simulation; game as a way of discussion; game as a way of research; game as a way of mastering practical skills; game as a way of role-playing and reflection”.

Gamification, thanks to its ability to engage and motivate learners, is becoming one of the most powerful tools for improving the efficiency of learning processes. In a world where technology is increasingly pervasive in our everyday lives, learning methods are also evolving.

The use of gamification in education involves the application of certain elements that make the course more engaging and add to the motivation of participants. The main idea behind of gamification is to get constant feedback from the user, quick mastery of the general functions of the game and gradual immersion of the user (student) into more subtle aspects.

The game should be considered one of the types of interactive teaching methods that among other things, aims to implement the psychological processes of self-realisation of the student. Emotional experiences, a sense of achievement, reflection. During the pedagogical game, students take an active position, and their interest in the object of knowledge is growing.

At the same time, the role of the teacher is transformed, he or she becomes the organiser and leader of the of the process. To implement pedagogical interactive games in the educational process, require the teacher to be competent in the use of appropriate technologies.

A good example of gamification in action is the rating system in HEI. Students who take the highest places in the rankings are eligible for scholarships. Financial incentives become a good external motivator to improve one's own achievements. Students can also add personal and nominal scholarships for special achievements in a particular field.

To integrate a gaming element into the educational process, teachers and their students can use existing tools and platforms (Констанкевич та ін.,2022). Here are examples of the most popular ones:

Duolingo is a gamified mobile app. This popular language learning platform uses points, levels, and rewards to keep users motivated. For example, users receive 'ribbons' for completing lessons every day, which encourages them to study regularly.

Kahoot! is a platform for creating interactive quizzes that allow students to compete with each other in real time. This, in turn, contributes to the acquisition of knowledge in an interesting way.

Quizlet is a tool that allows its players to create and take flashcards to effectively memorise information. Users can also compete with each other in the Match mode.

MinecraftEdu is an online simulator in which players can create game worlds from blocks and interact with other players, and is actively used in the educational process.

During educational games, the material is repeated in various forms and with the help of various methodological techniques. Classroom activities should be combined with games, and this should be done at different stages of the lesson: updating, learning new material, consolidating the material learned, repeating or summarising topics.

Visualisation and simultaneous exposure to different senses activate cognitive activity and facilitate the learning of educational material by undergraduate students of various specialities (Імерідзе, та ін., 2020).

Studies show that in the context of educational games, students develop skills in solving practical problems using non-standard approaches. The use of non-standard approaches, the development of communication skills teamwork, and improve the ability to quickly navigate in today's changing environment.

In our opinion, it is necessary to introduce pedagogical games into the educational process and develop appropriate methods.

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ОСОБЛИВОСТІ ВИКОРИСТАННЯ ВІДЕО ЯК ЗАСОБУ АСИНХРОННОГО НАВЧАННЯ ІНОЗЕМНИХ МОВ

Анотація. У статті розглянуто потенціал використання відео як основного засобу асинхронного навчання іноземних мов в умовах змішаного або дистанційного навчання. Зважаючи на обставини, спричинені пандемією COVID-19 та повномасштабною війною в Україні, акцент зроблено на необхідності адаптації освітнього процесу до умов нестабільного доступу до онлайн-занять. Проаналізовано переваги та виклики асинхронної роботи з відео, зокрема в аспекті розвитку навичок аудіювання та усного мовлення. Наведено класифікацію освітніх відео за типами, їхні цілі та приклади застосування у процесі вивчення англійської мови. Окрема увага приділена етапам створення якісного навчального відео, а також характеристикам, які забезпечують його ефективність, доступність і залучення студентів до активного індивідуалізованого навчання.

Ключові слова: відео, навчання іноземних мов, асинхронне навчання, дистанційне навчання.

Останні п'ять років стали надзвичайно складними для України через пандемію COVID-19 та повномасштабну війну. Усі сфери суспільного життя зазнали істотних змін задля збереження ефективного функціонування, і система освіти постала перед особливо серйозними викликами. Викладання іноземних мов, яке традиційно здійснювалося у форматі очних занять, у тому числі й елементи самостійного навчання, потребувало очного оцінювання, оперативного