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## **MODERN CONCEPTS OF GAMIFICATION IMPLEMENTATION IN THE TRAINING SYSTEM FOR TEACHERS OF THE UKRAINIAN AND ENGLISH LANGUAGES**

*CONCEITOS MODERNOS DE IMPLEMENTAÇÃO DA  
GAMIFICAÇÃO NO SISTEMA DE TREINAMENTO PARA  
PROFESSORES DE UCRANIANO E INGLÊS*

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### **Liliia Ruskulis**

V. O. Sukhomkynskiy Mykolaiv National University, Mykolaiv  
Ukraine

E-mail: [ruskulis\\_lilya@ukr.net](mailto:ruskulis_lilya@ukr.net)

### **Rymma Maiboroda**

V. O. Sukhomkynskiy Mykolaiv National University, Mykolaiv  
Ukraine

E-mail: [rimma.mayboroda@gmail.com](mailto:rimma.mayboroda@gmail.com)

### **Inna Rodionova**

V. O. Sukhomkynskiy Mykolaiv National University, Mykolaiv  
Ukraine

E-mail: [rodiof2015@gmail.com](mailto:rodiof2015@gmail.com)

### **Andriy Gurduz**

V. O. Sukhomkynskiy Mykolaiv National University, Mykolaiv  
Ukraine

E-mail: [gurdai@ukr.net](mailto:gurdai@ukr.net)

### **Lidiia Aizikova**

V. O. Sukhomkynskiy Mykolaiv National University, Mykolaiv  
Ukraine

E-mail: [laizikova@gmail.com](mailto:laizikova@gmail.com)

### **Olha Mkhytaryan**

Mykolaiv In-Service Teachers Training Institute, Mykolaiv  
Ukraine

E-mail: [olgamhitaryan05@gmail.com](mailto:olgamhitaryan05@gmail.com)

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Liliia Ruskulis  
Rymma Maiboroda  
Inna Rodionova  
Andriy Gurduz  
Lidiia Aizikova  
Olha Mkhlytaryan

## **ABSTRACT**

The article clarifies that for the young people of the Zoom generation who have grown up in the age of the Internet, have unlimited access to any information and since childhood have been using digital technologies, classical higher education cannot provide everyone with necessary competencies and soft-skills by traditional methods. The study has defined that gamification is the introduction of computer games into educational activities, adding game elements to increase visualization, motivation training and, accordingly, the level of mastery of theoretical material, i.e. feedback with a student. It has been proved that gamification helps identify a leader and determine the level of training of an education seeker on this or that question (subject); unite students with a common language literary idea and direct all their efforts to its disclosure and representation; reduce the level of conflicts, and increase effectiveness of the educational process. The following components of the gamified process (user; accumulated points; game levels; ranking of participants; badges), forms (competitive, victorious and aesthetic) and services for introducing gamification into the education system (Alice, Scratch, Studio Code; CodeSchool; MotionMathGames; Mathematics; Spongelab; Kahoot!; Zombie-BasedLearning; MinecraftEdu; World of Classcraft (WoC); WildInternetWoods) have been characterized. The prerequisites for the implementation of the gamification method, to which the level of theoretical training of students, educational content, motivation of students of higher education to perform certain tasks, a level development of mental processes (thinking, perception, memory, attention, imagination and etc.) have been analyzed. The system of tasks, a quality control of which is organized by using games developed with the help of online Wordwall service has been developed and presented. The effectiveness of the implementation of the gamification method into the process of training of future teachers of the Ukrainian and English languages, which convincingly is represented by the diagram has been proved.

**Keywords:** Zoom generation; Gamification; Online Wordwall servisse; Training of future teachers.

## **RESUMO**

O artigo esclarece que para os jovens da geração Zoom que cresceram na era da Internet, têm acesso ilimitado a qualquer informação e, desde a infância, utilizam tecnologias digitais, o ensino superior clássico não pode fornecer a todos as competências necessárias e as habilidades brandas pelos métodos tradicionais. O estudo definiu que a gamificação é a introdução de jogos de computador em atividades educacionais, adicionando elementos de jogo para aumentar a visualização, o treinamento da motivação e, conseqüentemente, o nível de domínio do material teórico, ou seja, o feedback com um estudante. Foi provado que a ludificação ajuda a identificar um líder e determinar o nível de treinamento de um buscador de educação sobre esta ou aquela questão (assunto); unir os estudantes com uma idéia literária de linguagem comum e direcionar todos os seus esforços para sua divulgação e representação; reduzir o nível de conflitos, e aumentar a eficácia do processo educacional. Os seguintes componentes do processo gamificado (usuário; pontos acumulados; níveis de jogo; classificação dos participantes; crachás), formas (competitiva, vitoriosa e estética) e serviços para introduzir a gamificação no sistema educacional (Alice, Scratch, Studio Code; CodeSchool; MotionMathGames; Mathematics; Spongelab; Kahoot!; Zombie-BasedLearning; MinecraftEdu; World of Classcraft (WoC); WildInternetWoods) têm sido caracterizados. Os pré-requisitos para a implementação do método de gamificação, ao qual foram analisados o nível de treinamento teórico dos estudantes, o conteúdo educacional, a motivação dos estudantes do ensino superior para realizar determinadas tarefas, um nível de desenvolvimento de processos mentais (pensamento, percepção, memória, atenção, imaginação e etc.) foram analisados. O sistema de tarefas, cujo controle de qualidade é organizado utilizando jogos desenvolvidos com a ajuda do serviço Wordwall online, foi desenvolvido e apresentado. Foi comprovada a eficácia da implementação do método de gamificação

Liliia Ruskulis  
Rymma Maiboroda  
Inna Rodionova  
Andriy Gurduz  
Lidiia Aizikova  
Olha Mkhytaryan

no processo de treinamento de futuros professores das línguas ucraniana e inglesa, que é representada de forma convincente pelo diagrama.

**Palavras-chave:** Geração de zoom; Gamificação; Serviço de wordwall online; Treinamento de futuros professores.

## Introdução

In the times of the rapid development of IT technologies, institutions of higher education should create proper conditions for students, who already have a high level of mastery of digital technologies from school. For the young people of the Zoom generation (who were born since 2005 and who have entered higher education institutions this year) who grew up in the age of the Internet, have unlimited access to information and have been using digital technologies since childhood, classical higher education cannot provide sufficient competence and soft-skills with the help of traditional methods. So, computer games are a trunk form entertainment, and, therefore, should become the basis of the educational process. The other reasons for the search and implementation of the innovative teaching methods have become the world pandemic and the war that forced blended learning to combine/completely switch to remote one in Ukraine.

The **aim** of the article is to theoretically substantiate the peculiarities of using the method of gamification in the scientific space, analyze the specifics of the implementation of this method into the educational process for the training of future teachers of the Ukrainian language and literature and represent the results of a formative experiment.

The **objectives** of the article are the following: to analyze the phenomenon of "gamification" in theoretical studies of both foreign and Ukrainian researchers; to find out the components, forms, services for introducing gamification into the educational system; to offer the system of exercises using gamification elements and to analyze the effectiveness of its implementation into the training system of future teachers of the Ukrainian language and literature.

Theoretical and practical principles of implementing a gamified process studies are comprehensively represented in the studies of M. Barber, K. Werbach, S. Deterding, H. Zickermann, D. Clark, E. Cornoran, J. McGonigel, L. Sheldon and others. A significant contribution to the justification and development of the main

provisions of gamification was made by representatives of the Ukrainian science. They are A. Bezchotnikova, O. Boyko, S. Bondarenko, K. Buhaychuk, N. Holovko, Yu. Zelinha, S. Kravchenko, S. Pereyaslavs'ka, O. Pushkar, L. Ruskulis, O. Smahina. Ukrainian scientists claim that the professional competencies of a tourism specialist are formed based on the search for a new paradigm in the socio-cultural environment (Pletsan, K., 2018), and the role of creativity in preserving historical and cultural heritage remains unchanged (Pletsan, K., Aksakova, N., Voropayeva, T., Ziakun, A. & Poberezhets, H., 2021).

Scientists claim that gamification is a powerful and effective tool for effective learning of educational material.

## **Methods**

The methods of the research are the following:

- theoretical – the study, analysis and synthesis of linguistic, pedagogical and linguodidactical sources on the researched problem; the methods of comparative analysis, synthesis, abstraction, generalization, classification and systematization, forecasting, design to clarify the state of research and development of the problem, definition of fundamental concepts, theoretical and methodological principles of intelligence, which became the basis of the methodological system of gamification implementation into the training of future teachers of the Ukrainian and English languages;

- empirical - conversations with students and teachers; questionnaires and testing; observation of the educational process, the analysis of curricula and work plans and programs, educational and methodological complexes to clarify the need for experimental research and to create a methodological system of the gamification implementation into the training of future teachers of Ukrainian and English; a pedagogical experiment (ascertaining and forming stages) for testing and checking of efficiency of the offered methodical system;

- statistical – the analysis of experimental data, their comparative characteristics; determining gamification implementation into the training of future teachers of Ukrainian and English.

### **Highlighting of the current research problems**

Internet technologies have become an integral part of a modern student of higher educational establishment, as total computerization has invaded both his personal life and the educational process. Therefore, in our opinion, language learning at the current stage should be subordinated to the gamification method embedded in traditional forms of work, because, as O. Pasichnyk emphasizes, "in a game form, a person gains the necessary experience, explores the limits of what is possible, and gets the right to make a mistake, because there is always an option to start the game again. The real value of gamification is that the game principle contributes to the creation of a conscious learning experience" [1]. It should be emphasized that according to the studies represented in 'Forbes' magazine, out of the five trends that make it possible to radically change education, four of them (personalization, gamification, interactive textbooks, learning through video games) belong to gamification [2]. The gamification method turns work into an exciting activity, where the completion of tasks is rewarded with incentives, prizes, points, etc. The student learns by playing, his attention, imagination, thinking, perception and speech are activated. It is with the help of gamification that the motivation of the student's educational activity increases, the skills of working in groups are formed, and the activity of independent work increases.

In domestic and foreign studies, we find a large number of interpretations of this methodical phenomenon. According to the scientific research, the term "gamification" was used by the British consultant N. Pelling in 2002 to describe the start-up consulting service ConundraLtd, emphasizing the application of accelerated interface design for games for the rapid implementation of electronic transactions [3]. H. Zickermann and J. Linder note that it is the process of using game thinking

and mechanics to engage the audience and solve problems [4], noting that it enables the acquisition of experience that creates the necessary meaning and motivates. We are impressed by K. Kapp's opinion, who explains that gamification is the use of the principles of game mechanics, aesthetics and thinking, and the basis is the involvement of students in learning, its activation, increasing motivation for the learning process [5]. We also draw attention to the findings that this is a method of introducing game technologies with the aim of diversifying educational tasks and students' interest in their implementation [6]. K. Werbach and D. Hunter see the main purpose of gamification in the use of game elements and the creation of games in a non-game field [7], regarding entertainment as a valuable tool. K. Werbach also emphasizes that gamified projects have the advantages of game mechanics, loyalty programs and behavioral economics for solving problems; they are a valuable tool for clarifying various business tasks, improving work efficiency, enabling the introduction of innovations and guaranteeing stable development [8]. We focus our attention on the L. Sergeeva's research, who emphasizes the importance of the competitive principle in the gamification method, where the condition of a game motivation is a constant competition [9]. J. McGonigal expresses interesting thoughts about the productivity of gaming classes, because games provide positive emotions, build social relationships, and the game participants themselves – gamers – can quickly make decisions, realize the consequences and not repeat the mistakes they have made; they are always willing to teach others and rejoice in their success in the game [10].

K. Salen and E. Zimmerman point out the difference between gamification and other forms of work, emphasizing that its participants are focused on the ultimate goal of their own activity, and not on the game itself [11].

E. Kondrashova sees in gamification the use of game elements and game design methods in non-game contexts, which helps to attract users and increase their activity. The methodology of correct motivation, analysis of user behavior are prominent in the process of such activity [12]. Within the scope of our research, we turn to the studies of O. Boyko and Yu. Zelinha where it was found that gamification

is the process of transferring the game to different areas of education, where the game is both a method of learning and a method of education, and a form of educational work, and a tool organization of the educational process [13].

It should also be emphasized that according to the latest research, in 2022, the prerogative in the world is defined by three gamifications: Gamification in Digital Events; Gamification Has a Powerful Effect on Gen-Z; Remote Onboarding is the "New Normal") [14].

So, the conducted investigations convince us that gamification is the introduction of computer games into educational activities, the addition of game elements to increase visualization, learning motivation and, accordingly, the level of mastery of theoretical material, that is, feedback from the student. Gamification helps identify a leader and determine the level of training of an education seeker on a particular issue (subject); unites students with a common linguistic and literary idea and directs all their efforts to its disclosure and representation; makes it possible to reduce the level of conflicts, increases the effectiveness of the educational process.

S. Pereyaslavskaya, O. Smagina offer the following components of the gamified process, which include: the user (participant in the educational process); tasks provided for completion; cumulative points - the result of completed tasks; game levels that participants must pass; ranking of participants according to their achievements during the game (achievement scale, total score, final score, rating); badges that are an award for each completed level [15]. Scientists attribute the last components to the mechanics of the gamification process, finding out that it is a "challenge (goal to achieve); tasks, tests; cooperation (working on errors, mutual assistance during problem solving); feedback (information about the player's progress); accumulation of resources (indicators of knowledge); rewards (points, awards, badges, virtual currency); victory status (achievement scale, total score, current knowledge score including bonuses, final score, rating)" [15]. The gamified learning process, according to S. Pereyaslavskaya and O. Smagina, can be based on all these components at the same time, and on individual combinations of its elements

[15]. K. Buhaychuk emphasizes the importance of taking mechanics into account, paying attention to the following aspects: *dynamics* – the development and representation of such game scenarios that require an instant reaction in real time, and *social interaction* – techniques that ensure close interaction of participants [16]. We agree with P. Novostruev's opinion that the prominent game dynamics are emotions, story-plot, player development, social interactions, and the game mechanics are the main processes that drive the gamer's actions and enable him to be involved in the game: tasks, a chance (element of randomness), a competition, a cooperation, rewards, agreements, the order of the players' moves, the achievement of victory (indicators) [17]. The important components, as K. Salen and E. Zimmerman are convinced, are also *risk* – the urge to certain actions and the search for the right answers; *uncertainty* – the lack of understanding of the correctness of the answer up to the moment of its clarification; *emotionality* – the formation of happiness, confusion, excitement, satisfaction or disappointment [11].

Therefore, to organize and conduct computer games, the teacher should think over the tasks to be performed, develop a monitoring and evaluation system, determine the difficulty of the levels, think through and represent the reward system. It is important, in our opinion, to take into account the psychological readiness of the student to use this method of education.

Within the scope of our research, we consider it necessary to refer to the studies of K. Werbach and D. Hunter, who propose six steps for the successful implementation of gamification, namely: 1) a specific, measurable, achievable, relevant, time-limited goal of gamification (goal of gamification=SMART ); the goal defines specific tasks; 2) behavior thought out for each game participant (what to do?, how to measure it?, how to achieve the goal?, what is the feedback?); 3) clearly defined descriptions of players; 4) development of a gamification system built on the macro level based on the principle of motive – action – feedback and macro level based on the "player's journey" according to a certain scenario, on which the entire gamification system is based; 5) mechanisms of gamification and providing a sense of satisfaction from the success of playing the game; 6) gamification tools –

information and cloud technologies, mobile applications, gadgets, etc. [18]. We believe that a clearly defined goal of the game process, specifically defined tasks, control over the actions of the participants and close feedback will contribute to achieving a high result of acquiring language knowledge. As for the tasks, they should be made more difficult from lesson to lesson, educational videos should be interspersed, and learning and entertainment should be dosed in combination. The system of stimulating students who get pleasure from the game, learning, repeating or summarizing the theoretical material of the lesson will also be important.

In the scientific literature, the following forms of *gamification* are defined - competitive, victorious and aesthetic [19]. The competitive form involves motivating game participants to solve class tasks (tools – tables, goals, rules); the result of victorious form is the completion of tasks where everyone is a winner (Win-Win mechanism); the aesthetic form is the satisfaction of the participants of the game and receiving an award.

The analysis of scientific sources indicates the use of a fairly large number of services for the introduction of gamification into the educational system. Here are some of them:

- Alice (<https://www.alice.org/>), Scratch (<https://scratch.mit.edu/>);
- Code Studio (<https://studio.code.org/>) – environments for learning the basics of algorithmization and programming in a game form;
- CodeSchool (<http://codeschool.uzhnu.edu.ua/>) – programming training service with elements of gamification;
- MotionMathGames (<https://motionmathgames.com/>) – mobile and desktop math games;
- Mathletics (<http://uk.mathletics.com/>) is an educational site for schoolchildren aimed at engaging children in mathematics through games and competitions;
- Spongelab (<https://www.spongelab.com/landing/>) – a platform for personalized scientific education;

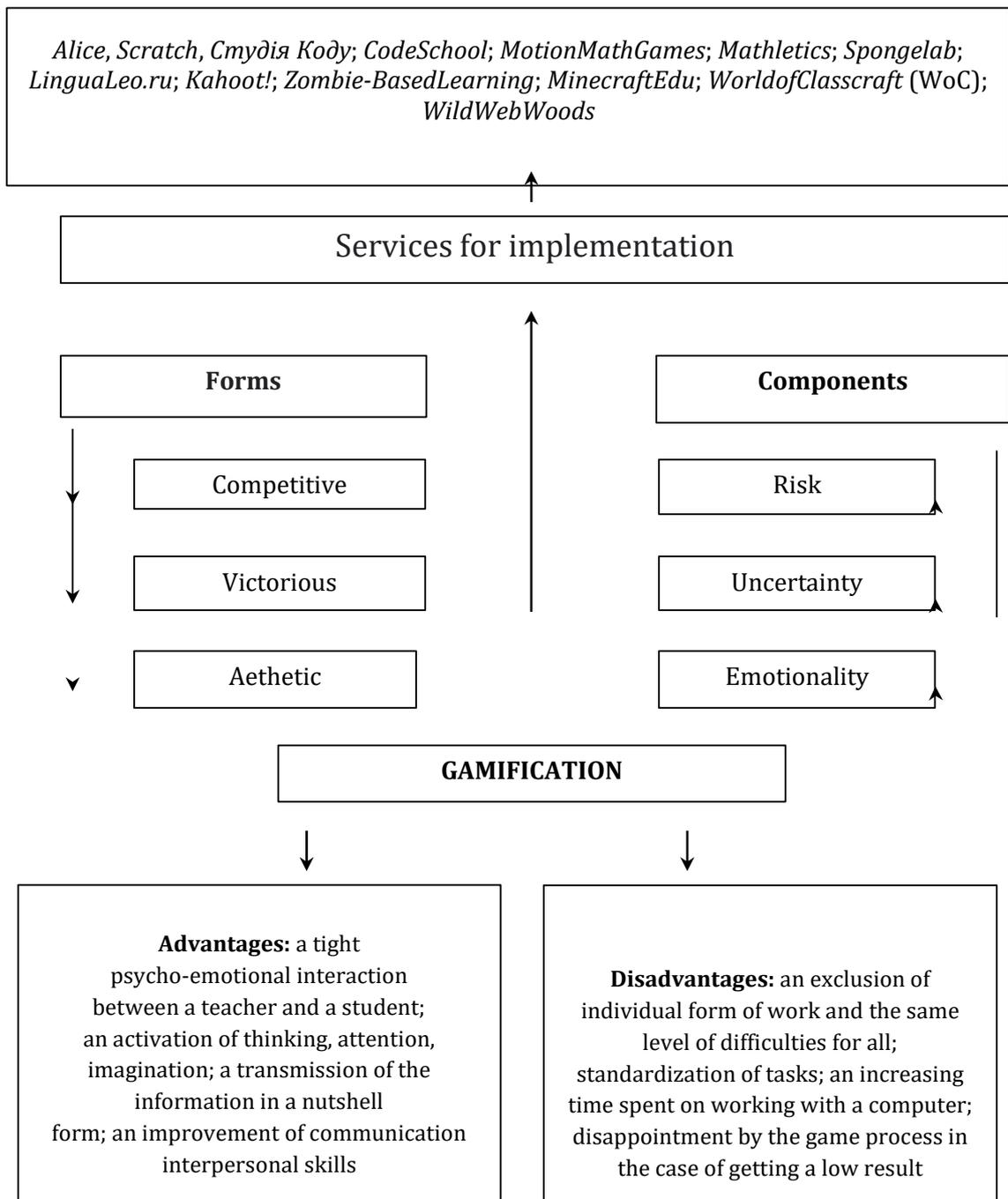
- Kahoot! (<https://kahoot.com/>) is a free online service for creating interactive educational games.
- Zombie-Based Learning (<http://zombiebased.com/>) – a service for learning using the theme of zombies and game elements to build a geography course;
- MinecraftEdu (<https://www.minecraft.net/>) is an online simulator in which players can create game worlds from blocks, as well as interact with other players;
- WorldofClasscraft (WoC) (<https://www.classcraft.com/>) – a free game platform related to the field of educational design;
- WildWebWoods (<http://www.wildwebwoods.org/>) is a travel game for the youngest Internet users, which involves the performance of various tasks and quests, in the process of which the rules of safe use of the network are learned and this knowledge is applied in practice [19; 20; 15].

The conducted studies [21] clearly convince us that gamification has great advantages in the learning process. In particular, a close psycho-emotional interaction is established between the teacher and the student, thinking, attention, imagination are activated in high school students, self-education, self-organization, self-control and self-discipline are strengthened; it is possible to transmit educational information in a concise form in a short period of time; students improve interpersonal communication skills and freely express their own opinions. During the pandemic, this type of work can be implemented in the process of the mixed forms of education.

However, while emphasizing the significant advantages of gamification, one should not forget about the disadvantages of this type of work: the exclusion of an individual form of work and the same level of difficulty for all students; standardization of tasks, which does not contribute to the development of the abilities of a high school student; increase in time spent on working with a computer; disappointment with the game process in case of obtaining a low result. On the part of the teacher, special training and considerable time are required to develop games.

So, gamification is a learning method that promotes the interest of students due to the non-standard solution of educational tasks, the spirit of risk and victory, the accumulation of awards, which are indicators of the success of high school students in the process of learning any theoretical material.

### GAMIFICATION



In the process of using the gamification method, the level of theoretical training of students, the educational content, the motivation of students of higher education to perform certain tasks, the level of development of mental processes (thinking, perception, memory, attention, imagination, etc.) should be taken into consideration. In previous investigations, the clarification of the theoretical foundations of the essence of lexicological competence made it possible to determine that it is “ the level of mastery of lexical means of speech in accordance with the situation of speech, deep understanding of word semantics, conscious enrichment of vocabulary and the ability to apply knowledge in practice according to the communication situation’ [22]. In this article, we aim to propose an experimental method of forming lexicological sub-competence by implementing the methods of web-quests and gamification.

The methodology is represented in the form of a final lesson consisting of the following resources:

1. Linguistic studies (a brief description of the linguistic phenomenon and a link for additional information on the Internet).
2. Recommended literature (main and additional).
3. Glossary for the topic "Lexicology" (using QR codes).
4. Visual support (diagrams, tables, drawings, etc.).
5. Information and communication support (presentations, media texts, video plots, word tags, etc.).
6. Practical tasks.
7. Game components.

In the scientific work, we represent an example of the following resources such as "Visual support", "Information and communication support", "Practical tasks" and "Game components" in their close relationship. The games are developed using the online service Wordwall.

**Task 1.** Understand what "concept" means with the help of QR codes (QuickResponse) - a two-dimensional bar code that offers and recognizes

information using the camera on a mobile phone, performing its lexicographical characteristics.



Figure 1



Figure 2



Figure 3



Figure 4

**Task 2.** After following the suggested links, perform a lexicographic analysis of the lexeme "woman" according to the "Dictionary of the Ukrainian Language" [URL: <https://www.slovnyk.ua/>], "Dictionary of Synonyms" [URL: <https://synonymy.info/>], "Etymological Dictionary of the Ukrainian Language" [URL: <http://resource.history.org.ua/item/0007831>], Cambridge Dictionary [URL: <https://dictionary.cambridge.org/>], Merriam-Webster Dictionary [URL: <https://www.merriam-webster.com/>]. Draw conclusions.

The work was organized using the game "Wheel of Fortune" (Fig. 1), the segments of which include links to the listed dictionaries. Students/groups of students, according to the random selection of the wheel, work with vocabulary articles.

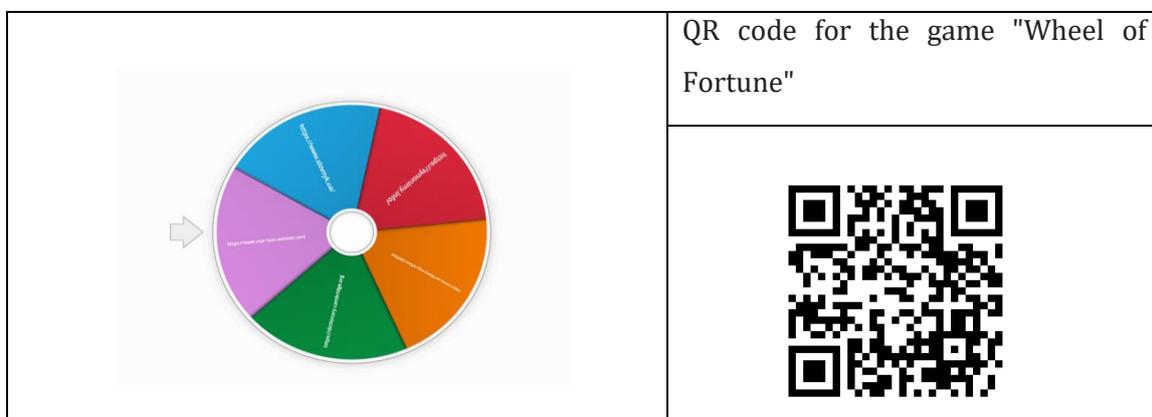


Fig. 1. The game 'Wheel of Fortune'

Future teachers of the Ukrainian and English languages conclude that, both in Ukrainian and in English, the lexeme "woman" means: a person of the female

gender; wife relative to marital status. It is the dominant of the synonymous series to which it belongs. Accordingly, the concept of "Woman" belongs to the key concepts of the culture of any people.

Task 3. Name the modern writers in whose works the main character is a woman, and take part in an associative experiment by answering the question: *What associations (feelings, ideas, thoughts, images) arose while reading this or that novel?*

Give a list of the used literature in two forms: "List of references" (a regular list of references) and "References". "References" is the list of sources made in the Roman alphabet in the APA style (APA StyleReferenceCitations).

After analyzing the qualitative data of the associative experiment (among 50 selected respondents), we found the ambiguity of the studied data. So, we believe that they should be divided into several categories (according to the roles performed by a woman): a woman and a society, a woman and a man, a woman and a family. The results of the experiment are the following: to the first associative group we include: "realized", "strong", "militant", "freedom loving", "military", "average", "virtuous", "unbreakable", "purposeful"; the second group includes such words as "beloved", "beautiful", "pretty", "sweet", "weak", "patient", "impregnable", "real", "dreamy", "elegant", "fatal"; to the third group the following words are added: "faithful", "caring", "naive", "brave", "determined". The conducted associative experiment (free, an application of the order of arbitrary associations is without restriction on the reaction) proves that the meaning of the concept "woman" opens up during greater knowledge and rethinking, especially if we are talking about the ethical coordinates of the 21st century.

In order to test the acquired knowledge, we organize the game "Associative matching" (Fig. 2), the essence of which is to compare associative groups with lexemes that represent them.

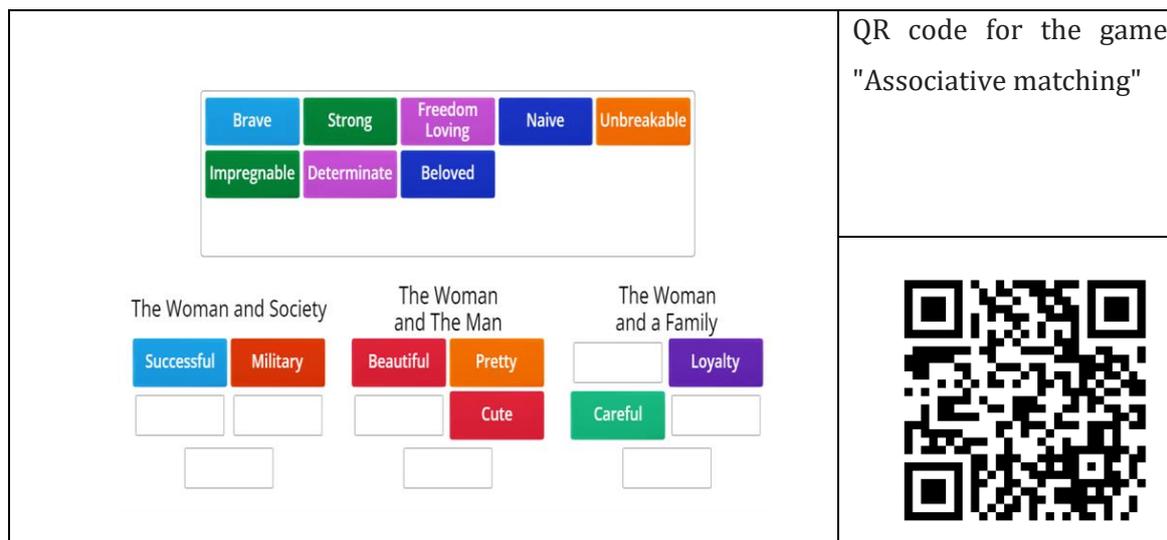


Fig. 2. The game "Associative matching"

The proposed game made it possible to convince the students that the most associative elements are represented in the second category - woman and society, convincing them that modern literature creates the concept of "woman" with the brightly expressed signs of gender equality, gender-role canons and valuable spiritual and family ties. In addition, students had the opportunity to choose synonyms for adjectives that describe the image of a woman, repeat the rules for forming degrees of comparison of adjectives and enrich their English vocabulary.

An additional task – compiling a list of used literature in the Ukrainian language and in the ARA style – improves students' skills in compiling a bibliography in accordance with national rules for their design; introduces international design styles and features of their use, which is undoubtedly important for the students' active educational and scientific activity.

Task 4. Prepare book trailers for books by modern authors, in which the life coordinates of a woman-keeper of the home hearth, a woman-wife, a woman-lover, etc. are understood. Independently prepare games to test the acquisition of tokens in the Ukrainian and English languages used in book trailers.

Task 5. Using information on the Internet by the given link (URL: <http://vidpoviday.com/vsi-vidi-zhinochogo-vzuttya-v-kartinkax-vzuttyevoyi->

slovník), compile a vocabulary of modern youth shoes names. From which languages are these names borrowed, and which of them have Ukrainian roots?

The checking of the completed task was carried out with the help of the game "Airplane" (Fig. 3), the main task of which was to correctly determine the geographical points (countries, cities) where the production of this or that model of footwear was invented and started to be used.

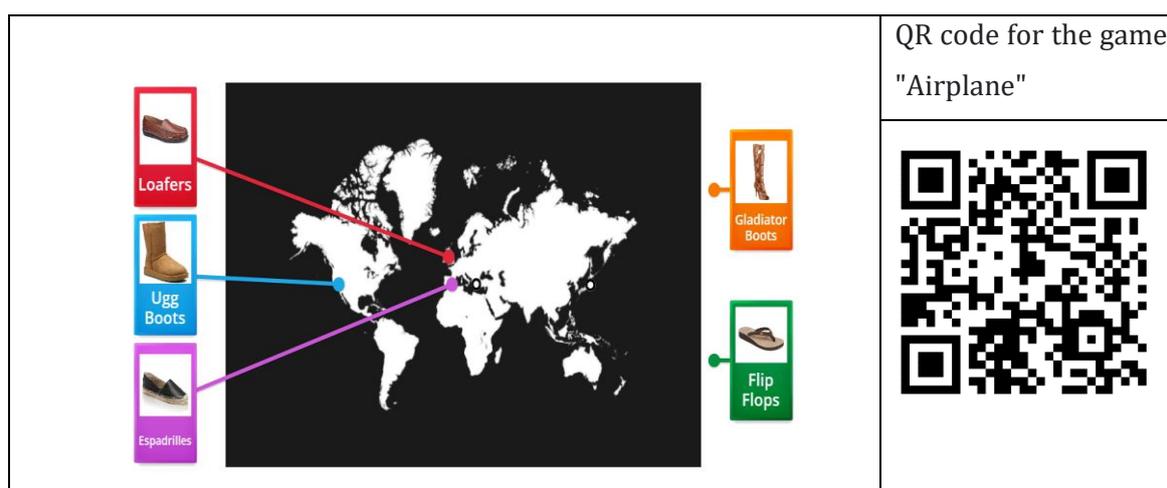


Fig. 3. The game "Airplane"

The proposed game is designed to enrich the vocabulary of the future teachers of the Ukrainian language and literature with the names of clothing elements (shoes), in particular, those which are common among the today's youth. In addition, future teachers of English learn the peculiarities of pronunciation and writing of the topographic names.

Task 6. Watch the medietext "Lifehack in Ukrainian. Words of foreign origin" using the link: <https://www.youtube.com/watch?v=vf-Zvt6-mSo>. Make a vocabulary list of words of foreign origin that you use in your own speech. Give an explanation to them. If possible, find Ukrainian counterparts to these words. Become a participant of the "Lexical Borrowing" game.

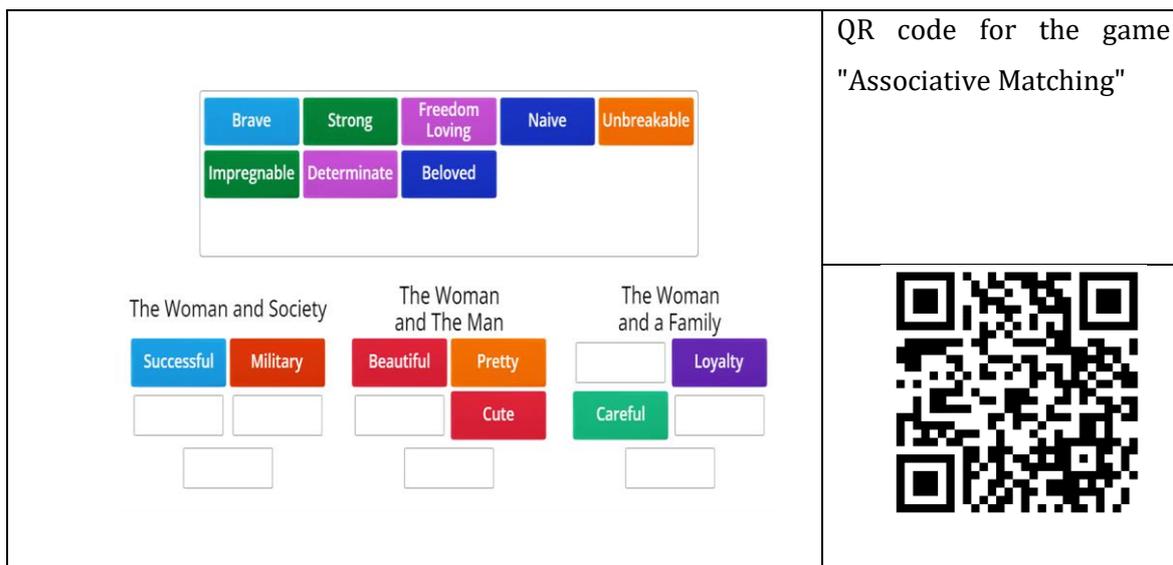


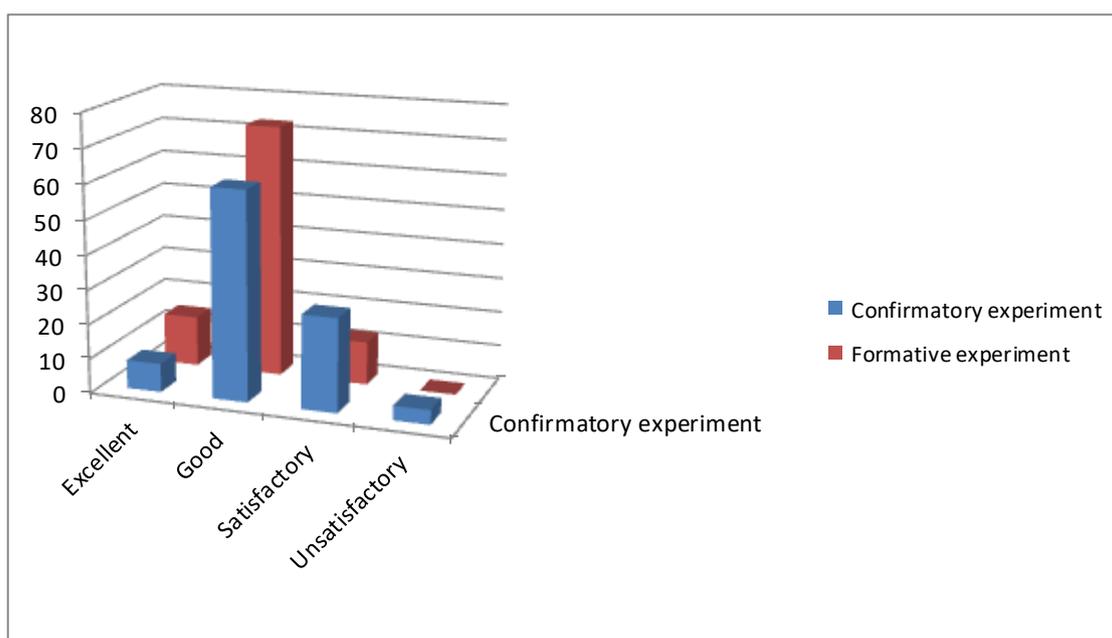
Fig. 4. The game "Lexical borrowings"

The game "Lexical matches" involves the selection of the Ukrainian words to the words of a foreign origin. Game participants must drag key words to their definitions. The proposed exercise is aimed at deepening the students' knowledge on the topic "Words of the Ukrainian language by origin: actual Ukrainian and borrowed vocabulary". Working with the text enables students to analyze the foreign vocabulary that has actively entered our everyday speech. Viewing the video story "Lifehack in Ukrainian. Words of foreign origin" allows you to familiarize yourself with the information about the use of foreign origin words. The game "Lexical matches" is designed to deepen and test the knowledge of education seekers about the words of a foreign origin and to convince them of the need to choose a Ukrainian counterpart.

Thus, in our opinion, the developed and proposed exercises are aimed at effective formation of lexicological competence of future teachers of the Ukrainian language and literature. The selected texts contain the necessary lexical material for processing. We have foreseen the active introduction of information and communication technologies. In particular, familiarization with the whole texts is provided by the link to the entire network, vocabulary work is practiced with a mental map with QR codes; the discussion of the text material is accompanied by the

demonstration of media texts, presentations, mental maps, etc., which is necessary and of primary importance during the implementation of mixed forms of education. The main purpose of the developed games is to check the acquired knowledge of students on the topic "Lexicology". For each game, a link and an access QR code are provided, the progress of the game is represented in the pictures.

After conducting the formative experiment, a control experiment was made. The results of ascertaining and formative experiments are shown in the diagram.



The diagram (Fig. 7) shows the academic performance of students before and after using the gamification. 48 students of specialty 014. Secondary education. Ukrainian language and literature (Language and Literature (English)) took part in the experiment., which demonstrated the following results in the process of conducting the ascertainment section: 4 students - excellent (8.3%), 29 students - good (60.4%), 13 students - satisfactory (27.1%), 2 students - unsatisfactory (4.2%). The results of the formative experiment are presented by the following indicators: 7 students - excellent (14.6%), 35 students - good (72.9%), 6 students - satisfactory (12.5%).

The conducted experiment proved the effectiveness of the implementation of the gamification method in the process of training of future teachers of the Ukrainian and English languages, which is convincingly represented by the diagram.

## **Conclusions**

The conducted research made it possible to state that one of the leading tasks of modern institutions of higher education is the provision of quality educational services. It is necessary to form professional competences of educational components according to the innovative approaches, laws, principles, methods and teaching aids. Because of the fact that computer games are the leading part of the activity for the modern generation of higher education seekers, their adaptation to the process of learning and practical activity in practical (laboratory) classes becomes very important.

In the research process, we found out the theoretical foundations of gamification as the teaching method in the works of both foreign and Ukrainian scientists; found out the components, forms, services for introducing gamification into the educational system; proposed a system of exercises for the formation of lexicological competence with the use of gamification elements.

The conducted formative experiment proved that the students had studied the training courses, where the gamification method was used, with great interest, and the results of the formation of lexicological competence were significantly higher than in the groups in which the method was not implemented. Emotional results of the usage of this method contributed to increasing the level of perception and mastery of Ukrainian and English, the development of spatial imagination and reaction, motivation, attitude to the subject and satisfaction with the learning process. So, gamification makes the educational process in higher educational establishments exciting and interesting, develops the creative abilities of higher education seekers.

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Liliia Ruskulis  
Rymma Maiboroda  
Inna Rodionova  
Andriy Gurduz  
Lidiia Aizikova  
Olha Mkhlytaryan

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Liliia Ruskulis  
Rymma Maiboroda  
Inna Rodionova  
Andriy Gurduz  
Lidiia Aizikova  
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