

ЦИФРОВАЯ ГЕЙМИФИКАЦИЯ КАК СРЕДСТВО РАЗВИТИЯ ГРАММАТИЧЕСКИХ НАВЫКОВ РЕЧИ АНГЛИЙСКОГО ЯЗЫКА НА ПРИМЕРЕ РЕСУРСА QUIZIZZ.COM

А.Б. Джабиева, бакалавр
А.С. Чернышева, канд. ист. наук, доцент

*Владивостокский государственный университет
Владивосток, Россия*

Аннотация. Данная статья исследует возможности использования цифровой геймификации в качестве инструмента совершенствования грамматических навыков на уроках английского языка. Авторы рассматривают образовательный потенциал платформы Quizizz.com в обучении иностранному языку, а именно общий обзор, описание платформы, ее возможностей и интерфейса. Также был проведен обзор анализ вовлеченности и мотивации учеников при использовании игрового формата, анализ примеров конкретных заданий на отработку различных грамматических правил и конструкций английского языка с использованием Quizizz.com. В заключении делаются выводы о потенциале цифровой геймификации как инструмента совершенствования грамматических навыков и предлагаются рекомендации по ее внедрению в учебный процесс с привлечением таких игровых платформ как Quizizz.com.

Ключевые слова: цифровая геймификация, грамматические навыки, Quizizz.com, инновационные методы обучения, критерии, мотивация, обучение на основе игр.

DIGITAL GAMIFICATION AS A MEANS OF DEVELOPING GRAMMATICAL SPEECH SKILLS IN ENGLISH USING THE EXAMPLE OF A RESOURCE QUIZIZZ.COM

Abstract. The authors consider the educational potential of the platform Quizizz.com in teaching a foreign language, namely, a general overview, description of the platform, its capabilities and interface. There was also a review of the analysis of the involvement and motivation of students when using the game format, an analysis of examples of specific tasks for working out various grammatical rules and constructions of the English language using Quizizz.com. In conclusion, conclusions are drawn about the potential of digital gamification as a tool for improving grammatical skills and recommendations are offered for its implementation in the educational process involving such gaming platforms as Quizizz.com.

Keywords: digital gamification, grammar skills, Quizizz.com, innovative teaching methods, criteria, motivation, game-based learning.

The relevance of this topic is due to the growing interest in innovative teaching methods, including the use of technology and gaming approaches. Digital gamification, which includes elements of games and mechanics to increase motivation, can contribute to more effective learning of material and the development of communication skills in a foreign language.

The aim is to identify the specifics and effectiveness of the introduction of digital gamification in teaching grammar to secondary school students. The purpose of the work determines the formulation of the following tasks:

1. The study of the theory and practice of gamification in education and the peculiarities of its application in the process of teaching English.
2. Analysis of the platform's capabilities Quizizz.com as a means of gamification for English lessons.
3. Consideration of the pedagogical aspects of using digital games to improve grammatical skills and oral speech development.
4. Presentation of practical examples and methodological recommendations for the effective implementation of digital gamification with
5. Evaluation of the results and effectiveness of this teaching method using the example of a specific class of students.

The article is aimed at the research and practical application of digital gamification in order to improve the quality and effectiveness of teaching grammar and oral speech in English lessons.

A comprehensive and detailed study was conducted in terms of this problem both in general and in individual aspects. The experience of using educational e-courses is described in detail, taking into account the tasks offered to secondary school students, as well as various types of activities involved in the process of mastering educational material. The main method used in the course of the study is a descriptive method that includes an analysis and description of the detected features. In addition, the survey method was used.

The main part

Grammar plays a key role in the development of language skills and interpersonal communication of students, being a fundamental element. Therefore, grammar education in secondary school is important, not only to improve knowledge of a foreign language, but also for the benefit of students of this age in their daily lives [1]. This is especially important considering their studies in other subjects or in-depth study of a foreign language, since the development of speaking skills, understanding of texts and structures is the basis of teaching a foreign language in secondary school [2].

Due to global digitalization, the possibilities of gaming educational technologies are only expanding, which allows not only to diversify the forms of educational activity, but also to increase the efficiency of mastering the studied material. Gamification has a specific educational purpose. It includes the use of computer technology and Internet platforms [3]. The characteristic features include clear rules, time frames, demo version, reward, feedback. In the field of education, gamification performs a lot of functions: educational, developmental, motivating, communicative, socio-cultural, self-realization and entertaining. We have conducted a comparative analysis of several resources for learning English grammar, among which are presented to you: Begin English, Quizizz.com, engVid, Ego4u. According to the results of the study, the most suitable resource for use in English lessons was Quizizz.com.

We have allocated a resource Quizizz.com. This is a website for creating interesting interactive quizzes that can be used in the educational process. The service helps motivate students to learn English. It can be used to hold an event outside the curriculum in the form of a quiz. It is possible to take a test or do your homework. You can also monitor the results of each student. Students also receive feedback on the results of their work. The work begins with a standard registration on the site. You need to register as a teacher. The process of creating quizzes is very simple and does not take much time, thanks to the available website template. For each quiz, a question can create a maximum of 5 possible answers. The answer may be one or more rights. It is possible to attach a picture [4].

Each question can be scheduled between 5 seconds and 15 minutes. The quiz works in three modes: live game, homework and practical questions.

In the live game mode, students take a quiz in the classroom using their mobile devices. Teachers can also choose the online game mode. Students can join a team (very convenient if not everyone has mobile devices or Internet access), play individually (well suited for testing each student's knowledge) or in quiz mode (in this case, students need to register on the site). Games can be divided into classes by organizing them in advance on the appropriate menu tab.

For team and individual games, students go to the website, enter the game code issued by the teacher, and enter their first and last name or the name of the team. The game begins. The questions are randomly distributed among the participants, which eliminates the possibility of cheating. There is also a time limit. After all the participants (teams) have completed all the tasks, the rating of students (teams) from first to third place is displayed.

After studying this resource, we have highlighted the most important advantages of the quiz. It provides interesting information such as: what percentage of correct answers out of the total number of questions, which questions were the most difficult, which questions took the most time, the average time spent on the question was 2 seconds. The system provides detailed reports on student performance. In Figure 1, students are displayed in order of rating by the percentage of correctly completed tasks and the number of game points earned.

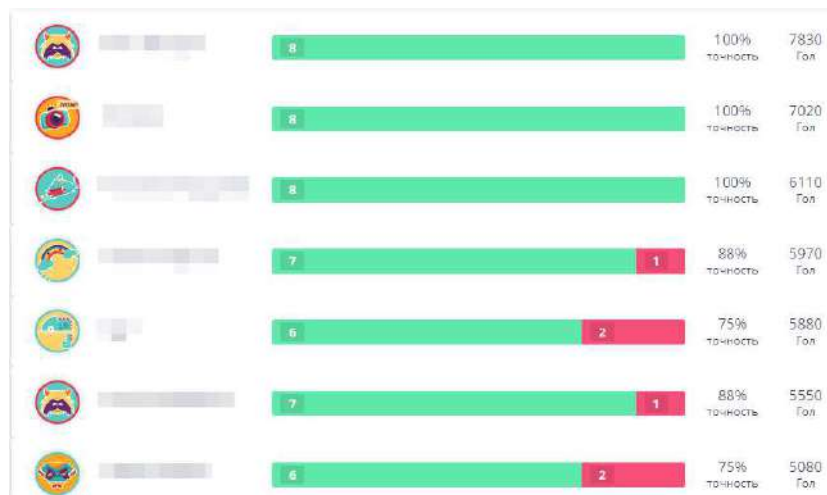


Fig. 1 Example of a report on completed tasks on the platform

Here are examples of exercises in the "test yourself" mode that were developed and applied at various stages of the course:

1. Какое время используется в предложении "She went to the beach yesterday"?
 - A) Present Simple
 - B) Past Simple
 - C) Future Simple
 - D) Present Continuous
2. Какой правильный вариант глагола в Past Simple для слова "study"?
 - A) studied
 - B) studyed
 - C) studed
 - D) study
3. Как правильно заполнить пропуск: "He ___ his homework last night"?
 - A) do
 - B) did
 - C) does
 - D) done
4. Какое слово необходимо добавить в предложение, чтобы сделать его в Past Simple: "They ___ to the park"?
 - A) go
 - B) goes
 - C) went
 - D) gone
5. Какой глагол использовать в Past Simple для слова "write"?
 - A) writed
 - B) wrote
 - C) written
 - D) write

To evaluate the tasks completed by students in the form of tests, we use the Aspose Grade Calculator. OMR is a free online application that allows you to easily calculate scores for quizzes, tests and assignments from any device and platform.

For convenience and to reduce a significant amount of time, you only need to enter the total number of questions and the number of incorrect answers to get detailed information about the scores. This assessment tool supports two grading systems: a standard 5-point and a 12-point grading system with the addition of +/- grades.

All calculations are based on the standard assessment system in schools and universities in the USA. We can switch between the 5-point and 12-point systems using the buttons located above the calculator. The Aspose Grade Calculator also provides two charts: A quick chart with information about incorrect and correct answers for each grade and a grading chart with a list of grades for all cases of incorrect answers. An example of evaluating a test consisting of 30 questions is shown in Figure 2.

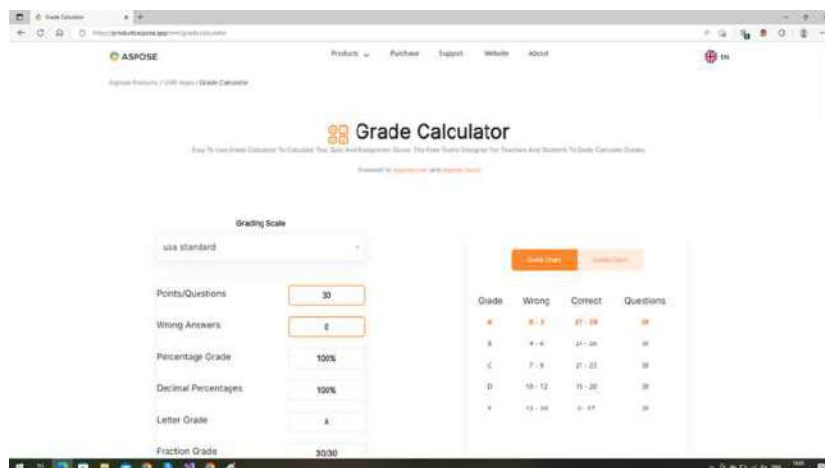


Fig. 2 An example of evaluating a test consisting of 30 questions

Based on the results of the topic covered, a survey was conducted using this resource to receive feedback from students (12 people). The majority of respondents positively assessed the lectronic training course (85 %). The students noted a consistent presentation of the material – 90 %, convenient navigation (the presence of pointers, explanations and comments) – 95 %, useful illustrative material – 98 %, transparent assessment system – 91 %. According to the respondents, the disadvantages of the course include the inability to perform tasks at home in the "quiz" mode on a mobile phone – 69 %.

Conclusion

As a result of this work, the features of e-courses in English language teaching were identified and described. Assignments on the topic: "Our Chuckles" were applied when studying the relevant topic in the 6th grade.

The survey showed the overall satisfaction of students with the training course, which can help increase motivation to study English grammar in the future.

The prospects of the research are to attract more students, improve the content of the platform Quizizz.com based on student feedback and analysis of the results of assignments and tests, as well as in identifying and describing the features of using this platform for the development of grammatical skills.

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