

# FEATURES OF GAMIFICATION IMPLEMENTATION IN THE EDUCATIONAL SPHERE

Khafizova Mashkhura Aminovna  
Samarkand State Medical University (PhD) of the  
Department Pedagogy-Psychology  
Telephone: +998972870077

## Abstract

The purpose of this article is to study and research methods and forms of gamification application in the educational process. The methodology of the article is based on the effective use of various modern pedagogical approaches accompanied by gaming technologies. The practical significance of the article lies in the possibility of further application of the main provisions and conclusions both in psychological and pedagogical activity and in the educational process.

**Keywords:** Gamification, educational process, specialized skills, free communication, game technologies, effective form of education.

## Introduction

The priority task of higher education is the development of independent assessment and selection of the information received in accordance with the task. Gamification in the educational process allows you to realize the following goals: didactic: broadening horizons, cognitive activity; application of ZUN in practice; educative: education of independence, will; formation of certain approaches, positions, moral and ideological attitudes; developmental: development of attention, memory, speech, thinking, reflection, ability to find optimal solutions; socializing: familiarization with the norms and values of society; adaptation environmental conditions; stress control, self-regulation; communication training; psychotherapy.

The modernization of modern education and the ongoing innovative processes require university teachers to use effective forms and methods of teaching, develop students' individual abilities, the ability to see the prospect of applying their knowledge in practice, easily adapt to the modern world, realize themselves in the future. Psychologists have proven that the psyche develops intensively in the game, memory, thinking, and perception work with maximum efficiency. The use of games in universities in the modern, rapidly developing world is quite a natural phenomenon. This statement is justified not only by the contradictions that arise today between the requirements for education and the available funds, but also by a number of fundamental works [6; p.67]. The study of the game as an educational tool from a philosophical, psychological, and sociological point of view represents a fundamental basis on the basis of which games can be included in the educational process, since the importance of this problem is becoming increasingly important [7; p.189]. Studies have shown that forms of gamification facilitate learning, speeding it up and helping to remember the experience for a long time. From an educational point of view,



the game is a way of group dialogical exploration of the possibilities of reality in the context of personal interests [4].

It is safe to say that interactive game pedagogical technology is relevant at any age and in any class. A.N. Leontiev argued that "The task in the game is not to win, but to play, i.e. the process of the received emotion in the game is always remembered." [2; p.57]. In the learning process, gamification allows you to master the techniques of real activity related to solving specific and even non-standard tasks. At the same time, the game is conditional in nature, allowing you to abstract from the real situation. The game makes it easier for students to assimilate the material, they are happy to get involved in game modeling of the studied phenomena. The atmosphere in which the game takes place is characterized by psychological comfort, goodwill, and mutual fruitful cooperation. The use of games in the educational process contributes to the formation and development of positive qualities in students:

- a) the maximum possible assimilation of subject knowledge;
- b) competent search and selection of information from literary and online (Internet) sources;
- c) the development of specialized skills necessary for a future profession;
- d) improving the art of public speaking;
- e) the ability to present your point of view correctly;
- e) activation of mental activity aimed at cognition and thinking;
- f) the formation of a competitive and sporty spirit;
- g) creation and strengthening of an active life position;
- h) free communication, sociability;
- i) ability to work as a team;
- j) the development of ingenuity, resourcefulness, creativity, and horizons.

It is possible to adhere to the opinion of E.I.Passov, who identifies the following goals of using the game in the course of the educational process:

- 1) the formation of certain skills;
- 2) the development of certain speech skills;
- 3) learning how to communicate;
- 4) development of necessary abilities and mental functions; memorization of speech material [4].

O.G. Gazman (game theory), A.A. Verbitsky (business game), P.I. Pidkasisty and others worked on the creation of psychological, pedagogical and methodological foundations for the use of games in educational and educational processes in universities. J.S. Khaidarov (educational games), V.A. Traynev (game modeling methods), L.T. Akhmetova and E.A. Lyugai (game technologies). The authors dealing with the problem of gaming activity give a different classification of educational games in terms of different approaches.

While teachers turn to didactic games, dividing them into speech and language, psychologists give a general classification, highlighting mobile, building, intellectual, conditional. The general position of all educational games suggests that they are inherently situational-variable exercises that can be used to consolidate and activate lexical and grammatical patterns of any complexity [5, p.56].

The game is "a model of interaction between communication partners in an environment of simulated conditions of future professional activity, during the implementation of which the participants of the game develop and improve professionally oriented skills"[1].



Gamification in education, as a possible means of increasing the cognitive motivation of students, was chosen for the reason that it is game technologies (as shown by numerous studies) within the educational process that are a source of increasing educational interest in certain subjects, the formation of various qualities. Also, it is very important that when using a pedagogical game in the classroom, the approach to learning changes: when using a pedagogical game, instead of subject-object interaction (as in the classical, reproductive method of teaching), subject-subject communication occurs. The status of a teacher who uses game methods in his work, introducing them into the educational process, increases, not limited only to the transfer of knowledge. The teacher becomes a moderator, who, summing up, summarizes the opinion of the participants. He is both a director and a director of games, during which he establishes close relationships with his students.

It would not be an exaggeration to say that the future of science lies behind gamification, which is being introduced into the learning process as a promising method of obtaining higher education.

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