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УКРАЇНСЬКОЮ,
АНГЛІЙСЬКОЮ
ТА ПОЛЬСЬКОЮ
МОВАМИ

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MOTIVATION AS A KEY FACTOR IN GAMIFIED ENGLISH LANGUAGE LEARNING AMONG STUDENTS IN NON-LANGUAGE MAJORS

Abstract. The modern education system offers a large number of useful and at the same time exciting ways to learn a foreign language. The article considers the problem of forming motivation for studying a professional foreign language by students of non-linguistic specialties. Based on a critical analysis of the scientific literature on the research problem, it was found that motivation is a driving force in learning a foreign language, and if enhanced, it will contribute to the intensification of the process of mastering a foreign language. The article reveals the concept of gamification in the educational environment, and also explores the positive impact of using gamification during English classes to motivate and engage students.

The aim of the article is to determine the role of motivation in gamified English learning for students of non-linguistic specialties.

The key aspects that influence the support of motivation in the learning process, such as setting goals, realistic expectations, creating a captivating learning environment, using a variety of teaching methods, constant practice and support from the environment are considered. The scientific novelty of the study lies in the comprehensive analysis of the influence of motivation on the quality of learning a foreign language, namely English.

Strategies for maintaining a high level of motivation are described, including involvement in real-life scenarios, encouraging progress, communicating, and finding inspiration in the successes of others. The importance of constant self-improvement and development is emphasized even after achieving a certain level of language proficiency. Maintaining motivation is the key to successful language learning, and it is recommended to use various strategies to achieve this goal.

The article proposes a definition of motivation. The factors and conditions for forming motivation for language learning are determined. The possibility of forming motivation as a desire to perform a certain task is shown. The article examines the main types of motivation, its role in learning foreign languages, ways and methods of increasing motivation in foreign language classes, problems associated with the lack of motivation in students. The article clarifies the importance of gamification as the integration of game techniques in the educational process. The goals of using gamification elements in English language learning (more effective engagement, optimization of knowledge, discipline and interaction) have been identified. A number of benefits have been created for three groups: students, teachers, higher education institutions (motivation, operational feedback, stress reduction; analytics for teachers; learning success, attendance and reputation of higher education institutions).

Key words: motivation, student, English language, gamification, teacher, interest, specialist.

МОТИВАЦІЯ ЯК КЛЮЧОВИЙ ФАКТОР ГЕЙМІФІКОВАНОГО ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТАМИ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ

Анотація. Сучасна система освіти пропонує велику кількість корисних та одночасно захоплюючих способів вивчення іноземної мови. У статті розглянуто проблему формування мотивації до вивчення студентами немовних спеціальностей іноземної мови у професійній діяльності. На основі критичного аналізу наукової літератури з проблеми дослідження з'ясовано, що мотивація є рушійною силою у вивченні іноземної мови, а її підвищення сприятиме інтенсифікації процесу засвоєння іноземною мовою. У статті розкривається поняття гейміфікації в освітньому середовищі, а також досліджується позитивний вплив використання гейміфікації під час занять англійської мови для мотивації та залучення студентів.

Метою статті є визначити роль мотивації гейміфікованого вивчення англійської мови студентами немовних спеціальностей.

Розглянуто ключові аспекти, що впливають на підтримку мотивації у процесі навчання, такі як встановлення цілей, реалістичні очікування, створення цікавого навчального середовища, використання різноманітних методів навчання, постійна практика та підтримка оточення. Наукова новизна дослідження полягає в комплексному аналізі впливу мотивації на якість вивчення іноземної мови.

Описано стратегії підтримки високого рівня мотивації, включаючи залучення до реальних ситуацій, заохочення прогресу, спілкування з спільнотою та пошук натхнення в успіхах інших. Наголошено на важливості постійного самовдосконалення та розвитку навіть після досягнення певного рівня володіння мовою. Підтримка мотивації є ключем до успішного вивчення мови, і рекомендується використовувати різноманітні стратегії досягнення цієї мети.

У статті запропоновано визначення мотивації. Визначено фактори та умови формування мотивації до вивчення мови. Показано можливість створення мотивації як бажання виконувати певне завдання. У статті досліджені основні види мотивації, її роль при вивченні іноземних мов, шляхи і прийоми підвищення мотивації на заняттях іноземної мови, проблеми, пов'язані з відсутністю мотивації в учнів. У статті з'ясовано вагомість гейміфікації як інтеграції ігрових технік у навчальному процесі; ідентифіковані цілі використання елементів гейміфікації під час навчання англійської мови (більш ефектвної залученості, оптимізації знань, дисципліни, взаємодії). Створено цілу низку переваг для трьох груп: здобувачі освіти, викладачі, заклади вищої освіти (мотивація, оперативний фідбек, зменшення рівня стресу; аналітика для викладача; успішність навчання, відвідуваність і репутація закладів вищої освіти).

Ключові слова: мотивація, студент, англійська мова, гейміфікація, викладач, зацікавленість, фахівець.

Problem setting. In the modern world, the international, economic and cultural policy of the country sets new tasks for professionals. The point is that a modern specialist must have a set of competencies that will allow them not only to perform professional duties effectively, but also to interact with others and improve themselves. One of the competencies is the mastery of an international language. Most often, nowadays, a highly qualified specialist knows more than one foreign language because in order to get a higher position, one has to review literature and scientific papers not only in one's native language, but also participate in international conferences and have communicative skills in English. However, despite the leading position of English in the world and professional and personal advantages of mastering it, students of technical specialities do not fully understand the importance of this academic subject and are not enthusiastic about

acquiring foreign language skills. We consider weak motivation one of the reasons of this problem.

Analysis of research and publications. Motivation has been identified as a critical factor in the acquisition of a foreign language. In general, motivation is the process of encouraging oneself and others to work in order to achieve personal goals. Different scientists interpret the term "motivation" in different ways taking into consideration varying concepts attributed to it. A. M. Kolot in the book "Motivation, Stimulation and Evaluation of Personnel" presents the following statement: "Work efficiency under other equal conditions is determined by one's personal attitude toward work, his or her work behavior". According to the researcher, motivation is a desire to do something at the highest level, to improve the result of one's work [1]. According to foreign researchers, motivation is "the influential factor" and "the wrench of success in learning activity" [2], and "the internal

drive that drives individuals to achieve specific goals, such as mastering a new language” [3].

The purpose of this paper is to determine the role of motivation in gamified English language learning among students of non-linguistic specialties.

Statement of the main material. There are two predominant categories of motivation, internal and external. Internal or intrinsic motivation is a learners’ set of thoughts and ideas, i.e. cognitive processes and psychological factors that they bring to the learning process and that is manifested in their internal emotional response. Thus, this kind of motivation encompasses the following elements:

- interest in acquiring proficiency in foreign languages;
- understanding of the importance of learning foreign languages;
- interest in educational material;
- interest in the culture of the country of the targeted language;
- aspiration to read books in the original, etc.

External motives play a significant role in the formation and development of intrinsic motivation. For example, students exhibit enthusiasm for class, demonstrate interest in the academic subject, and complete all the assignments with pleasure thanks to the positive atmosphere during lessons and a favorable attitude towards the teacher in particular [4].

External motivation on students’ actions during their studies is often influenced by social factors and society. External motivation sets the student up to move forward during their pursuits from the outset of their academic journey, including:

- the opportunity to find a promising job;
- the opportunity to receive grants for studying abroad;
- participation in international conferences and olympiads and subsequent rewards;
- the aspiration to succeed in all endeavors and excel within their group;
- passing an exam or test;
- parental influence;
- the potential for interaction with foreigners, etc. [5].

Consequently, we can conclude that intrinsic motivation engenders satisfaction in the learning process, while extrinsic motivation, in contrast, compels us to learn.

In addition, motivation can be classified as positive and negative. Positive motivation is rooted in positive motives, while negative motivation is shaped by negative stimuli. The following example can be used to illustrate these kinds of motivation: a positive motivation is “I need to learn a language to pass IELTS and go study abroad” and a negative motivation is “I

need to learn a language so that I don’t get expelled from university”. Maintaining positive motivation is imperative for teachers.

To what extent does the process of teaching a foreign language depend on motivation? In this case, motivation is a psychological process, a student’s internal strength that helps them move forward when they procrastinate. For students specializing in technical disciplines, extrinsic motivation is paramount. Consequently, it is very important for a teacher to create all the conditions for successful language learning. Students should develop a keen interest in educational materials which may encompass not only books in the original language, but also videos and game materials. A favorable atmosphere, the involvement of students in group activities, and an engaging presentation of the material in the classroom facilitate positive motivation. Moreover, a teacher can cultivate students’ interest through their personal example. A teacher with a profound understanding of their subject and a passion to work, can present the material in an original way, instill in students a love for their academic discipline, and teach not only a foreign language but also illuminate the cultural and historical intricacies of the country of the language they teach. To maintain interest in their academic discipline, a teacher must incorporate different types of activities during classes, such as discussions of various topics, taking into account questions by specialty; video lessons; online lessons; roundtable discussions. At the same time, the teacher should be a catalyst for innovation, fostering the development of communication skills in students with little initiative, and underscore the significance of mastering a foreign language to each individual student.

The process of learning a foreign language through traditional methods often seems monotonous and tedious which can result in a loss of interest and motivation among students. However, due to global digitalization, the possibilities of educational technologies have undergone significant expansion allowing for diversification of the forms of educational activity as well as the enhancement of the efficiency of learning. Gamification is one of such educational technologies. To substantiate the use of gamification as an educational method, it is necessary to examine the definition of this phenomenon. First of all, the English term “gamification” can be described as “the use of game design elements in non-game contexts” [6]. In other words, the integration of methodologies used in the design of computer games to address diverse challenges in non-game processes [7]. Thus, gamification of educational environment is a strategy to enhance engagement through incorporating game elements into the learning environment.

This system incorporates elements of competition, achievements and rewards:

- points for completed tasks;
- levels or ranks for consistent learning;
- badges or trophies for certain achievements;
- leaderboards or team quests to build team spirit;
- story tasks or missions to create context and meaning.

Unlike a regular game, where the main goal is victory, in gamified learning the focus is on the process and progress. Students see how their actions lead to the result, perceive a sense of control over their learning and experience positive emotions. This creates an “internal motivation loop”: completed the task – received feedback – striving for more.

The game approach has been recognized in the field of education for a long time and has already proven its effectiveness. Games engage students in the process facilitating the comprehension of information. In the domain of education, gamification fulfills a variety of functions: educational, developmental, motivational, communicative, socio-cultural and entertaining. Gamification in education is not limited to the use of ready-made games, it extends beyond the entire educational process and transforms it into a game, thereby motivating and inspiring students.

One of the essential tasks for a teacher is to engage students in the academic discipline being taught. Motivation is crucial for achieving success in learning a foreign language. It is the driving force that ensures the involvement of students in the work during classes. Therefore, the main goal of using gamification in the teaching process is to incorporate the latest game-based educational technologies to attract students' attention to the academic discipline and enhance their level of motivation.

According to Zicherman and Cunningham, utilizing of gamification awakes a unique property of the brain because everyone is eager to receive rewards for the work done. The integration of game forms and methods within the program components of non-game spheres of life allows achieving significant results in attracting and motivating learners. Therefore, within the context of educational games, motivation is employed in the form of rewards providing advantages when performing subsequent tasks, or even using role-playing systems to accentuate the strengths of students [8].

These researchers define motivation as “a subjective process of education and the formation of internal and external motives which stimulate, regulate and organize activities in mastering a foreign language aimed at achieving certain goals, including communicative and educational ones.” Gamification

mainly works through a system of external rewards, such as points, prizes, coins, etc, which is certainly external motivation. While external motivation plays a big role in this case, it is obligatory to acknowledge the role of internal motivation, which is characterized by emotions such as curiosity, enthusiasm and interest that are formed in students during gamified classes.

It is worth emphasizing the following advantages of the gamified approach to education:

- there is no need for a teacher to rely on external factors in order to enhance motivation in their students. The game itself brings pleasure and captivates students, giving them positive emotions that generate internal motivation. Positive emotions that accompany the process of any game contribute to increasing students' interest, concentration of attention on the task, and also provide easier memorization of new material;

- the utilization of gamification facilitates the immediate provisions of feedback to students. They can quickly see the results of their efforts, which affects the overall increase in motivation. This sense of achievement – the correct answer to a quiz question or a successful completion of one level in a quest – increases students' motivation, fueling a desire to continue the learning process because they can see the fruits of their work over a short period of time. It proves one of the benefits of this methodology: traditional teaching requires more time for assessment of students' task and due to the workload of teachers, it can take a week or more to assess their progress which makes it difficult to maintain motivation among students;

- the same game can be used several times while varying its content. Therefore, gamification elements can appear in different forms, and, therefore, can be applied at various stages of learning and in the course of different types of work in the classroom [9].

Gamification strategies in language learning include interactive programs, quests, and quizzes that help students immerse in the language environment and promote positive educational environment.

The following online resources and applications that teachers can use to increase motivation and engage their students in exciting foreign language learning can serve to illustrate the use of gamification in an educational environment:

- Duolingo is a platform specifically designed for teachers. It includes game elements such as dots, bars, and levels, motivating learners to constantly practice and progress in language learning.

- Quizlet is a flashcard platform that has a cooperative game mode called Quizlet Live. It promotes teamwork and competition, encouraging students to memorize and understand how to use vocabulary and phrases in English.

– Lingodeer is an interactive language learning application that uses gamification to teach different languages. It includes lessons, tasks, and quizzes in a gamified format, making learning process engaging.

– FluentUs uses real-world videos about the language. The platform gamifies the experience by turning videos into interactive lessons where students can interact with the content through quizzes and games.

– Busuu is a language learning application that incorporates gamified elements into its lessons. Students can complete tasks, earn rewards, and practice speaking with native speakers, improving their skills in a playful way.

In the contemporary global context, English proficiency is becoming a valuable asset, and gamification has proven to be an effective and enjoyable way to achieve this goal. Gamification as a pedagogical strategy has a potential to transform games to educational experience, especially when it comes to motivating to learn English. By making learning enjoyable, providing instant feedback, allowing for personalization, and ensuring long-term interaction, gamification fosters the environment in which students are eager to learn and develop their language skills.

Therefore, motivation plays a key role in learning English, which is why it should be nurtured, supported and developed. The numerous factors that comprise this phenomenon and their synergy can lead to the desired result. Educators must acknowledge the pivotal role of motivation in the context of a foreign language learning. A student's motivational factor is affected by a group of elements including their personal attitude to foreign languages, education and its structure, attitudes towards such a professional group as teachers, as well as beliefs about the values of particular teaching methods.

Conclusions. The research involved a thorough examination of the concepts of “motivation” and “gamification” which resulted in the establishment of their interrelationships. Among the most common problems recognized both by educators and learners is insufficient level of motivation and the lack of the opportunity to practice the studied language in a real language environment, in particular, to communicate with native speakers and participate in various interactive forms of work. This, in turn, means that modern society anticipates education to impact not only theoretical knowledge, but also practical skills that can be effectively used in real-world settings. Thus, the data obtained allow to conclude that in order to increase the motivation of students of non-linguistic specialties, it is necessary to create conditions for the active use of language,

use a variety of interactive teaching methods, and also ensure a connection between language learning and real life.

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