

4.2 EDUCATION OF PATRIOTISM IN INTERNATIONAL STUDENTS THROUGH GAMIFICATION

Skyrda T.S., Candidate in Pedagogical Sciences, Associate Professor at the Department of Foreign Languages and Translation, National Aviation University, Kyiv, Ukraine

Lazorenko N.L., Candidate in Pedagogical Sciences, Associate Professor at the Department of Foreign Languages and Translation, National Aviation University, Kyiv, Ukraine

Zhudro O.V., Senior Teacher at the Department of Foreign Languages and Translation, National Aviation University, Kyiv, Ukraine

***Abstract.** The article outlines the relevance of patriotic education-teaching of future specialists in international relations, substantiates the emergence of new modernized, rethought forms and methods of work in the context of patriotic education-teaching. The scientific understanding of patriotism education based on the model of humanistic oriented developmental education through subject-subject and socio-pedagogical strategy is revealed.*

The possibilities for implementing these strategies through the use of gamification tools during practical foreign language classes as a space for creating effective conditions for the education of a citizen-patriot are substantiated. Gamification is characterized as one of the key trends in European education of the 21st century. The purpose of the article is to reveal the potential possibilities of gamification in the process of educating and teaching the patriotism of future specialists in international relations, to identify advantages and possible risks, to expand teachers' ideas about the possibilities and resource potential of gamification in education. The advantages of gamification as a means of patriotic education-teaching are described, the optimality of using this tool in working with students of international relations is revealed, the peculiarities of the implementation of gamification in this age period are revealed, the task of gamification in the context of patriotic education-teaching is outlined. The novelty of the research consists of the introduction into the practice of higher education institutions of patriotic education-teaching by means of gamification during practical foreign language classes. The functions of gamification aimed at the development and formation of personality are characterized. Emphasis is placed on the fact that the use of gamification elements no way replaces learning or education, but acts as another methodical tool for working with students of international relations in the context of patriotic education-teaching. The risks that may arise in the process of implementing gamification elements are outlined, the aspects that are important to consider when gamifying the process of educating and teaching patriotism of future international relations specialists are revealed in order to avoid risks. The conclusions confirm that in the patriotic education-teaching of future specialists in international relations, this methodological toolkit has a number of advantages and helps to make the educational process more effective.

1. Introduction

The relevance of patriotic education-teaching is always timely, because with the integrity, fundamentality and unchanged value of the concepts "patriotism", "patriotic education-teaching", "citizen-patriot", new generations demand new modernized, rethought forms and methods of work, in particular in the context of patriotic education-teaching.

The modern scientific understanding of patriotism education is based on the author's model of humanistically oriented developmental education of I. Bech. This model is aimed at the education of a spiritual personality and involves two strategies: a) subject-subject - implemented in the form of a meaning-actualizing dialogue that directs education to his spiritual self; b) socio-pedagogical - carried out in the form of educational spaces as appropriate projects [1, p.3-6].

We see opportunities for the implementation of these strategies in the use of gamification tools as a space for creating effective conditions for educating and teaching a citizen-patriot.

Gamification (gamification, gamification) is the use of game practices and mechanisms in a non-game context to solve tasks. In education, the first elements of gamification appeared at the beginning of the 18th century. It was then that schools began to introduce into the system of the educational process the possibility of earning points for completing tasks and passing exams.

Another example of gamification is the scouting system, which uses a multi-level system of awards and incentives for various achievements. Gamification methods are widely used in education (such examples are honor boards, an evaluation system in the form of honors or awards, the use of game elements during practical foreign language classes, educational work, etc.) [5; 6; 7; 8].

The introduction of certain elements of gamification into the process of patriotic education and teaching allows to expand the methodological toolkit, to further motivate and interest future specialists in international relations in studying the history of Ukraine, its cultural heritage, understanding values, understanding the importance of protecting the Motherland, the importance of participation in the life of the country of every citizen, etc.

The purpose of the article is to reveal the potential possibilities of gamification in the process of educating and teaching patriotism of future specialists in international relations, to identify advantages and possible risks, to expand teachers' ideas about the possibilities and resource potential of gamification in higher education.

The main tasks are defined as: to describe the advantages of gamification as a means of patriotic education-teaching, to reveal the optimality of using this tool in working with future specialists in international relations, to reveal the tasks of gamification in the context of patriotic education-teaching.

Research methods. In the research process, the methods of educating and teaching patriotism of future specialists in international relations by means of gamification were used: methods of forming the consciousness of the individual: expanding the ideas of future specialists in international relations about the content of such concepts as "patriotism", "patriot", "Motherland", "characteristics of a patriot", "defense of the Motherland"; methods of forming experience of social behavior and activity: patriotic games, quests, quizzes, brain-rings, choice situations, cases,

intellectual competitions that gave an opportunity to show intelligence, knowledge, make a moral choice, affirm one's own position and beliefs, gain experience in teamwork, joint activities, learn to show oneself in a situation of group and individual responsibility; methods of stimulating behavior and activities of pupils: self-evaluation of international relations students of their actions, analysis of cause and effect relationships between decision-making and obtaining results.

The research was conducted during 2021-2022. on the basis of higher education institutions in Kyiv, Chernihiv, and Cherkasy regions. The total sample of respondents is 172 people.

The novelty of the study. The novelty of the research consists in the implementation of forms of patriotic education-teaching by means of gamification into the practice of higher education institutions.

Research results. At the heart of gamification is the idea of implementing a game approach in order to increase the motivation of international relations students to participate in patriotic activities, where they could expand their knowledge and ideas, gain new experience, test their own strength and implement patriotic conceptual principles at the international diplomatic level.

2. Research Outcomes

Situations were created that required the participants to take appropriate actions (decision-making, leadership qualities, the ability to assume different team roles (for example, in certain situations, participants had to play the role of a leader, in others - to obey and work for the interests of the team).

Observing the actions of the participants made it possible to draw certain conclusions. Yes, the vast majority of students of international relations are happy to participate in such events and actively participate in teamwork. At the same time, in the process of observing the participation and involvement of international relations students in games (contests, competitions), we can single out the following behavioral manifestations: 36.68% of international relations students show an active readiness for team interaction in various roles; ready to take an active part in the activity, provided they are involved in team roles - 12.71%; perform game tasks under the condition of the role of "performer" and not "leader" 28.75%; reluctantly get involved in joint activities, prefer observation 18.97%; 2.89% do not show a desire to participate in joint activities (diagram 1).

The obtained data prove that the desire for self-knowledge is one of the key characteristics of students of international relations and can be realized through the adoption of various roles and models of behavior. The organization of activities with elements of gamification is multivariate and opens up opportunities to help students understand themselves, learn more about themselves and test in practice the stability of their own attitudes in various game and life situations.

The introduction of gamification elements into the process of patriotic education made it possible to reveal the initiative and willingness of students of international relations to take responsibility. Yes, 15.22% of students of international relations show initiative in joint activities, are ready to take responsibility for the performance of game tasks; show initiative in activities under the condition of collective responsibility for results 52.82%; prefer individual tasks, are ready to take individual responsibility 9.61%; 19.24% do not show initiative, but participate in team activities; do not show initiative, are not ready to take responsibility.

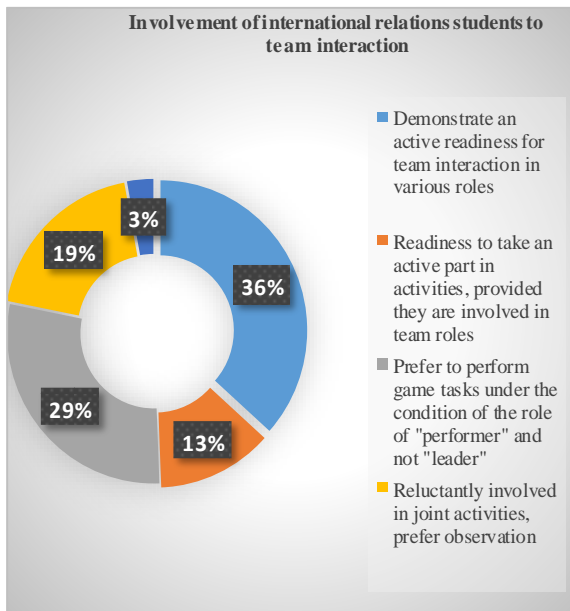


Diagram 1. Involvement of students of international relations in team interaction in the process of performing game

The obtained data indicate that for students of international relations, the desire to participate in the life of adults and the readiness to receive assignments characteristic of adult life are combined with the desire for autonomy and independence, the desire to prove the ability and readiness for adult life. Everything prompts a student of international relations to seek recognition and respect from both peers and significant adults. Thanks to the inclusion of gamification elements in the work with students, they can realize their aspirations through the opportunities available in game activities.

Thus, we can say that forms of gamification (quests, competitions, contests, sports games, relays, etc.) can perform certain functions aimed at the development and formation of personality (sociocultural, modeling, communicative, educational, developmental, motivational, etc.).

The implementation of such functions turns games aimed at patriotic education - teaching into a school of behavior, a space for self-improvement and self-realization, where game elements are organically combined with value and content attitudes that are laid by the teacher.

Among the risks that may arise in the process of implementing gamification elements, it is worth paying attention to the following: excessive enthusiasm for game techniques contrary to balance with other forms of work; the motivation and involvement of students of international relations in the educational process may decrease in the absence of game incentives; superficial attitude of the participants to the process, as a result - a short-lasting educational effect; the superiority of external incentives over internal motivation; increasing competitiveness within the team (academic group). To avoid these risks, it is important to consider the following aspects when gamifying the process of patriotism education of future international relations specialists:

- when organizing the educational process, the content should prevail over the external form, since the content of the game is more important than its organizational structure;
- the integration of gamification elements into the educational process should be reasonable, not replace other forms of work, but complement them;
- elements of gamification should be incorporated into the educational and educational process as part of the culture of learning and upbringing, one of the methods of activity to achieve results;
- the organization of activities should focus on achieving a common result and the importance of the achievements of each participant, thus avoiding competition within the team.

3. Discussion

In domestic and foreign science, gamification is considered primarily in the context of using its individual elements for the motivation and inclusion of students in the learning process. This view is reflected in the works of O. Makarevych. The author draws attention to the motivational properties of gamification and considers it as an effective tool for assimilating a larger amount of knowledge and its better memorization [2, p. 279-282]. M. Sashnova and A. Zahorulko see the potential of gamification in complementing and expanding the possibilities of traditional education. The game is an ideal learning environment with a built-in permission to make a mistake, which encourages thinking outside the box and develops self-control and responsibility for the decisions made. Gamification is a way of influencing students: in e-learning, a game-based form of learning that replaces boring typical tasks, and in the conditions of traditional learning, which will diversify the traditional structure of classes [4, p.54-57]. Confirmation of the provisions about the promising possibilities of gamification can be found in the works of other scientists.

Thus, S. Pereiaslavskaya and O. Smahina reveal the possibilities of gamification in various aspects: as a method of teaching and upbringing, as a form of work, as a means of organizing the educational process, etc. Any gamified activity diversifies the educational process, introduces new elements of competition and entertainment into it. At the same time, it is important to understand the limitations that must be taken into account when implementing gamification and plan such activities based on experience and taking into account the individual characteristics of each student [3, p. 250-260].

4. Conclusions

The theory and practice of using gamification elements in patriotic education and teaching of international relations students proves that this methodological toolkit has a number of advantages:

- the mobility and structure of various elements allows creating multivariate forms of work and using a wide arsenal of activities;
- diversity of forms and methods of work, the possibility of using traditional forms of work in a new, modernized context;
- the cognitive nature of the activity allows covering a large number of areas of interest of students of international relations, the applied orientation of the acquired knowledge, which can be tested right away in the process of the game during practical classes in a foreign language;

– focus on formation of knowledge, abilities and skills inherent in a citizen-patriot, emotional inclusion of participants; motivation of students of international relations for harmonious development (physical and moral-willed qualities), education of a harmoniously developed personality;

– focus on formation of knowledge, abilities and skills inherent in a citizen-patriot, emotional inclusion of participants; motivation of students of international relations for harmonious development (physical and moral-willed qualities), education of a harmoniously developed personality;

– creating conditions for gaining new experience, testing one's strength, knowledge, skills, etc.;

– harmonious combination of knowledge from various subjects with international activity, adaptability of game elements depending on the set goals and tasks.

Thus, gamification of patriotic education-teaching of students of international relations helps to make the educational process more effective. The acquisition of knowledge, assimilation of value attitudes does not occur through coercion, but through understanding, inclusion and motivation of the participants. It is in such an organization of the educational process that students have the opportunity to show themselves, and the teacher to find out how far the set tasks and goals have been achieved.

REFERENCES

1. Bekh. I. D. Patriotyzm: suchasni oznaky ta oriientyry vykhovannia / I. Bekh // Ridna shkola. - 2015. - № 1-2. URL: http://nbuv.gov.ua/UJRN/rsh_2015_1-2_3 (data zvernennia: 02.06. 2021)
2. Makarevych O. O. Heimifikatsiia yak nevidiemnyi chynnyk pidvyshchennia efektyvnosti elementiv dystantsiinoho navchannia / O. O. Makarevych // Molodyi vchenyi. - 2015. - № 2(6). URL: http://nbuv.gov.ua/UJRN/molv_2015_2%286%29__73 (data zvernennia: 22.07. 2021)
3. Pereiaslavska S., Smahina O. Heimifikatsiia yak suchasnyi napriam vitchyznianoï osvity / S. Pereiaslavska, O. Smahina // Vidkryte osvittie e-seredovyshe suchasnoho universytetu. - 2019. - Vyp. spetsvyp. URL: http://nbuv.gov.ua/UJRN/oeemu_2019_spetsvip._26 (data zvernennia: 22.07. 2021)
4. Sashnova M, Zahorulko A. Vprovadzhennia heimifikatsii v dystsyplinakh tekhnichnoho spriamuvannia u vyshchykh navchalnykh zakladakh. - Specialized and multidisciplinary scientific researches. Amsterdam, The Netherland. 2020. Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does Gamification Work? – A Literature Review of Empirical Studies on Gamification. In proceedings of the 47th Hawaii International Conference on System Sciences, Hawaii, USA, January 6-9. - 2014.
5. Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does Gamification Work? – A Literature Review of Empirical Studies on Gamification. In proceedings of the 47th Hawaii International Conference on System Sciences, Hawaii, USA, January 6-9, 2014.
6. Huotari, K., & Hamari, J. Defining Gamification - A Service Marketing Perspective. Proceedings of the 16th International Academic MindTrek Conference. 2012 Tampere, Finland. October 3–5.
7. Landers, R. N. Developing a theory of gamified learning: linking serious games and gamification of learning. Simulation & Gaming, 2014. No 45(6). C. 752 – 768.
8. Zichermann, Gabe; Zichermann, Christopher. Introduction. Gamification by Design: Implementing Game Mechanics in Web and Mobile Apps (вид. 1st). Sebastopol, California: O'Reilly Media. 2011.