

INTERACTIVE LEARNING METHOD: APPLICATION WITH ELEMENTS OF GAMIFICATION

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Bobrova I.D. (ITMO University), **Zimina L.V.** (ITMO University)

Scientific advisor– PhD, associate professor Puchkovskaia A.A. (ITMO University)

Pedagogy science has long raised the issue of introducing interactive forms of education into the educational process; it is believed that this process is the most important direction in the process of improving educational training at any level. This thesis is confirmed by the fact that teaching methods for children of secondary school, senior school, as well as students studying in colleges and universities are created using interactive methods.

Introduction. Interactive learning is a special form of organizing cognitive activity, which implies very specific and predictable goals. One of these goals is to create a comfortable learning environment in which a student or listener feels their success, their intellectual competence, which makes the learning process itself productive. We propose to consider a new type of interactive learning - an application with gamification elements

Main part. The success of the application of this method lies within the fact that this approach assumes the active inclusion and dominance of the student in the learning process, the student has the opportunity to independently perform cognitive activities, when the role of the teacher is reduced to the direction of their activities. Thus, we can say that interactive teaching methods are a kind of special form of organizing cognitive activity, which implies quite specific and predictable learning goals

Modern technologies make it possible to apply and adapt in the learning process various methods of interactive education, such as mobile learning (M-Learning). The introduction of mobile learning into the educational process contributes to the possibility of learning without being tied to a specific time and place. A number of requirements are applied to the content of the mobile learning methodology, such as:

- Compactness.
- High level of microergonomics
- Accessibility
- Personalization of learning
- Providing a connection between formal and non-formal learning

It should also be noted that the lifestyle of today's youth is highly dependent on the use of mobile applications. Teachers note that students every year independently use more and more mobile applications in the process of independent learning or in the process of solving educational problems. In this regard, we can say that there is a need to create applications that facilitate learning in an interactive format.

One of the ways to solve the problem is to introduce elements of gamification into the educational process. Interactive elements in learning, combined with elements of gamification, will contribute not

only to the process of self-learning, but also to higher motivation in education through the influence of incentive methods.

In the pedagogical literature, there are two types of cognitive attitudes necessary for further activities:

1. Reproductive. The reproductive type of cognitive attitudes is aimed at using already formed knowledge;
2. Productive. This type of attitude is aimed at creating motivation to gain new knowledge and experience.

This technique consists in the adaptation and compilation of traditional methods such as the game method, the interactive learning method in combination with the modern method - the inclusion of elements of gamification. The use of the methods of imitation games in the learning process involves both types of cognitive attitudes, which contributes to a more effective assimilation of information, as well as the use of existing knowledge.

We will consider using an app with gamification elements to study the history and culture of St. Petersburg. The pedagogical goal of which is the formation of new knowledge about the history and culture of urban space, through the passage of various game models.

The mechanics of the game algorithm are similar to all simulation games. The Que.St platform, which simulates test tasks, passing quests and routes, during which the student can switch between different types of tasks, is used as an environment for the educational process of the student, which does not let him get tired of one algorithm of action and keep his attention on learning. Also, this method allows the student to personalize topics for training, choose a quest, route or quiz on topics of interest to him.

Completing thematic tasks in real time while passing a certain route contributes to complete immersion in the educational process and increases the student's interest, thanks to a modern format with the inclusion of elements of gamification. An interactive game in the form of a quest involves passing the route between locations with the addition of interactive elements. The elements of the quest differ, you can use both cognitive and test format, in which the student is involved into the process of passing through the solution of tasks to test knowledge.

Conclusion. If necessary, a collective or familiarization passage, students together with the teacher or independently can use the web route mode. This method assumes the passage of the route from thematically related locations from the PC. without going through it physically. In this mode, the user navigates the interactive map and receives related information.

In the process of passing the training in the application, it is possible to track the progress of the passage, which is useful not only for the psychological method of encouragement, but also for tracking the activities of the teacher.

Thus, this technology will contribute to a more effective assimilation of information and an increase in the level of interest in the educational process.

Zimina L.V. (author)

Signature

Puchkovskaia A.A. (advisor)

Signature