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EDUTAINMENT AS A MODERN PEDAGOGICAL TECHNOLOGY IN CLASSROOM TEACHING PRACTICE FOR NON-PHILOLOGISTS

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ABSTRACT

Language is the primary means of communication, without which it is difficult to imagine the existence and development of human society. In the contemporary world, undergoing significant changes in social relationships, communication tools (information technologies) require an increase in the communicative competence of students. This competence, developed through interaction with other communication participants, necessitates the exchange of ideas in various situations, proper language use, and adherence to conversational norms. In these conditions, the main goal of studying the Russian language is the formation of communicative abilities, i.e., the realization of interpersonal and intercultural communication in a non-native language. The article discusses the methodologies of implementing innovative technology - edutainment and modeling of gaming approaches.

KEYWORDS

Edutainment, methodology, humanization, approach, process, gaming modeling, gaming construction.

Introduction

The main goal of the National Program for Public Education in Uzbekistan is to ensure the continuity of the education system. Currently, educational institutions are constantly searching for new directions and reserves to improve the educational process, the quality training of the teaching staff, and the establishment of long-term and productive relationships with educational institutions in the republic. Today, they are the center of educational activities, forming the basis for advanced thinking and a modern approach to problem-solving in the socio-economic sphere.

One of the ways to activate the academic activities of students in non-linguistic universities, increase their motivation to learn Russian as a foreign language, and acquire skills in professionally oriented foreign language communication is through gaming technologies. According to K.D. Ushinsky, the game, in the hands of a good organizer, becomes an effective tool for both learning and educational work, requiring students' significant intellectual effort while providing them with great pleasure and satisfaction. The phenomenon of the game lies in its ability, as entertainment and relaxation, to

transform into education, educational work, creativity, and human relationships and manifestations at work.

In modern conditions, the use of gaming technologies to enhance motivation in the learning process for students in non-linguistic universities is highly relevant. The problem of developing academic motivation in students has been the subject of research by teachers and scholars for many years. For a modern university, this problem remains relevant, and each year, against the backdrop of escalating social problems in rural areas, there is a self-isolation of parents from the upbringing of students towards educational activities: a lack of desire to learn or positive but meaningless motivation at the level of experience.

O. L. Gnatyuk in the textbook "Fundamentals of Communication Theory" defines edutainment as "digital content that combines educational and entertaining elements while providing information to the audience with the maximum simplified analysis of events."

M. M. Zinovkina in the book "Pedagogical Creativity" proposes the term "creative education" and defines it as "purposeful, sequential mastering by the student of the methodologies and experience of creative activity, forming on this basis one's own creative experience: knowledge, skills, and abilities." Creative education contributes to the active involvement of students in the educational process, the formation, and development of a creative personality. Thus, the main focus is concentrated only on the development of creative imagination, fantasy, creative abilities, and other qualities necessary for creative self-development.

I. F. Feklistov adheres to the concept of "informal education" and asserts that it is a "continuous process" during which a person develops certain attitudes and values and acquires skills and knowledge under the influence of learning, the "resources of their environment," and their everyday experience.

N. A. Kobzeva provides the following definition: "Edutainment is a teaching technology considered as a set of modern technical and didactic means of teaching, based on the concept of learning through entertainment. Its essence lies in the idea that knowledge should be conveyed in a understandable, simple, and interesting form, as well as in comfortable conditions." [2]

Methodology

Edutainment is a method of incorporating play into the educational process with the aim of enhancing its effectiveness. The idea of increasing students' interest in learning through play is not new, but today, the principle of "learning through play" has become one of the key elements of the education system, including for children with special educational needs (SEN), and extracurricular activities.

The goal of edutainment is to increase the motivation of learners to the process of acquiring new knowledge by changing the very process of assimilating them (greater excitement, diversity, accessibility). It is known that in the conditions of implementing gaming activities, information is remembered and assimilated much easier and faster, making the learning process akin to a game, where victory (winning) means acquiring new knowledge and skills. All this underscores the undeniable benefit of using game-based learning in the practice of working with learners, including those with SEN, in educational institutions of various levels. [3]

The main distinctive features of edutainment include:

Presence of developmental activities in conditions of free choice: Such activities are organized by the teacher but carried out by learners voluntarily, where the condition for successful motivation is not encouragement or evaluation but the enjoyment gained during the implementation of the activity.

Creative nature: Any gaming situation involves the actualization of learners' creative abilities, contributing to their activation and the ability to navigate within the search for an effective model for solving a given task.

Emotional richness: A gaming situation must necessarily include the actualization of the emotional state of the participating learners. The given emotional tone in the game helps expand the capabilities of the participants through the formation of a sense of competition, rivalry, emotional experiences, and a general uplifted mood.

Presence of rules (direct and indirect): Such rules in game-based learning must reflect, on the one hand, the substantive side of the game itself and, on the other hand, include elements of socially significant and useful public experience.

Imitative nature of activities: Within game-based learning, it is imperative to model everyday life situations that learners may encounter.

Isolated nature of the gaming process: This type of educational activity must be limited in terms of location, duration, and have specific spatial boundaries. [4]

Analyzing the above, it should be noted that in the conditions of game-based learning, there is an opportunity to model any process, situation, or mechanism, thereby involving learners in an environment that allows them to simulate an area of knowledge that interests them. Since edutainment combines two dominants - entertainment and education, during the implementation of a gaming program, there is a cyclical shift of emphasis from one to the other.

A distinctive feature of edutainment is that it is based on entertainment (helping to engage learners in the gaming process for the sake of enjoyment), which serves as a condition for forming initial interest in the subject of activity. Subsequently, there is an attraction to the subject of activity (through stimulating interest in the subject through plot and role), and the ultimate achievement is the formation of sustained and purposeful interest in the educational subject through the gaming process.

Several methods exist for implementing edutainment:

Knowledge delivery as a reward: Since the most popular form of interactive education is role-playing, it is logical to use its elements in the process of teaching and upbringing. Participants in such games learn to perform specific useful actions from simulated life situations, significantly expanding the individual's potential in the future.

Interactive immersion: For effective involvement in the theme of lessons, the educator should remember that interaction within edutainment is realized in a two-sided format (teacher-learner). The educational process is perceived as an exciting game in the search for new knowledge, during which the learner learns and gains skills in planning, reflection, invention, and verification of the material learned.

Use of multimedia technologies: Such technologies help activate learners' interest in specific knowledge areas.

The implementation of ICT in special (corrective) groups primarily allows improving the quality of education, increasing motivation for acquiring and assimilating new knowledge by students with limited health capabilities. This is because, in addition to the systemic underdevelopment of all components of the language system, these students have a deficit in the development of cognitive activity, thinking, verbal memory, attention, a poor vocabulary, and insufficient understanding of the surrounding world. [5]

ICT enliven the educational process through novelty, realism, and dynamic imagery, the use of animated images, and the incorporation of game elements. When ICT is employed, knowledge is acquired through different channels of perception (visual, auditory), making it better assimilated and memorized for a longer period. This once again convinces us of the necessity of using information technologies in the educational process for children with special educational needs. Learners with limited intellectual abilities almost always rely on incidental (involuntary) memorization. They remember what captures their attention and seems interesting.

The specificity of the edutainment technology in pedagogy and methodology includes:

Justifiability: Learning is more successful when learners can see the usefulness of the knowledge they are acquiring.

Self-directed learning: Learning is more effective when learners can acquire knowledge independently.

Distributed Learning: A network of distributed learning that provides broad access to educational resources for many users, where all learners learn differently and at different times. It is important to present information in a way that is easily digestible.

The specificity of this learning technology is determined by the presence of the following features[6]:

Focus on engagement: The direct interest of learners is important, leading to the development of new skills and the accumulation of knowledge.

Focus on entertainment: Entertainment is the main motivator, leading to enjoyment while simultaneously cultivating a sustained interest in the learning process and relieving psychological stress from the educational process.

Game-based approach: The universality of the game ensures an effective learning process regardless of age.

Focus on modernity: The use of modern technology's capabilities, such as video and audio materials, educational games, multimedia educational programs, and many other tools, achieves maximum engagement of learners in the educational process. Therefore, edutainment is a special type of learning that is based on entertainment and the formation of primary interest in the subject, deriving pleasure from the learning process, and fostering a sustained interest in the learning process[7].

Game modeling is a form of creative activity aimed at recreating real or imagined (including fantastic, fairy-tale) situations and events, the playback of which is purposefully and reasonably regulated (controlled) by specific conditions and rules, limited by the framework of space and time. Within the framework of game modeling, for example, the development of situational-role and business games is carried out. In other words, game construction involves creating games, while game modeling involves recreating various situations in the game. It turns out that game modeling is one of the main directions of game construction. This is justified because almost any game involves modeling certain situations to some extent. The game, essentially, is the process of participants playing various social roles in diverse social situations. Thus, we see that there is an objective need for the development of such a direction in pedagogical creativity as game construction[8].

However, in this case, one can also speak of the subjective necessity of mastering game construction tools by educators (teachers and instructors, pedagogical organizers and social educators, camp counselors and educators, educators in additional education, and methodologists). Firstly, periodically working in the direction of game construction, educators constantly improve qualities such as flexibility, speed, originality, and precision of thinking, which, in turn, is an obvious indicator of professional growth. An educator who can adapt to any situation and choose the most optimal

(appropriate to the given pedagogical situation) game form becomes a professional who knows no "failures" in their work. The ability to organize not only interesting but also multi-dimensionally beneficial game actions for students in any situation is one of the main expressions of an effective and humane educator. Therefore, appropriate professional-pedagogical training is necessary (carried out at various levels), aimed at mastering the tools of game construction by future educators. Secondly, the process of game construction itself is a quite fascinating and interesting process. Therefore, game construction can be considered as one of the forms of active, vivid, and developmental leisure. Accordingly, the organization of so-called game construction clubs (or other similar forms) is quite possible. The leisure activities of these clubs can have a pronounced socio-creative character if these clubs distribute the most successful products of their activities: new games, contests, ideas for game programs, scenarios for situational-role games, original game models for camp sessions, etc. The methods of game construction are ways of obtaining the designated product. To be more precise, the methods of game construction are ways of developing new forms of game activities that are adequate to the pedagogical situation and the declared social reality [9].

Results:

The game form can be considered as a kind of "shell" of the game, representing a descriptive formula in which the main and additional components of the game are arranged in a certain ratio (sequence, interconnection, possible and necessary volume of game material, etc.). The content of the game is what fills the game, its internal components. For example, the game "PING-PONG."

Characteristics of the game form:

The game is conducted in pairs. Players-partners take turns rapidly stating a certain statement (the content of the statement depends on the game variant). After saying the statement, one participant passes a kind of relay item (pencil, ball, notebook, etc.) to the other. Now the second player has 2-3 seconds (this time may vary depending on various factors: the age and preparedness of the players, the complexity of the theme, etc.) to, in accordance with the rules of a specific game variant, give a responsive or logically related statement to the previous one. Quickly stating their statement, they pass the relay item back to their game partner, and so on until one of the players, unable to withstand the high pace of the game, makes too long of a pause, cannot make the next statement, or repeats what has already been said. The winner is the one who says the last statement. The form is called "Ping-pong" because the high pace of statement exchange is similar to how a small ball in table tennis quickly jumps from one player's racket to another. Therefore, it is important to maintain a high pace of the game (of course, if it is appropriate in a specific situation).

Goals of the game:

- The presented game form can be oriented towards the development of:
- Speed, accuracy, and originality of thinking.
- Attention and memory.
- Imagination.
- Communication skills.
- Constructive connections within the group, etc.
- Number of participants:

From 2 people (one game pair) to practically any even number of participants. With a large number of participants, the game can be conducted several times in rotating pairs.

Variants of the Game: Pair Press Conference

In this game, participants take turns asking each other questions related to their partners. Upon hearing a question from participant 1 and taking the game item, participant 2 immediately answers it, then rapidly asks their own question. The rule of the game is that participants cannot say "Yes or No."

Example:

"Your main hobby?"

"Active tourism. What personality trait do you particularly value in people?"

"Honesty. Do you engage in sports, and if so, which one?"

"Yes. Basketball. (Player loses.)"

Questions should not be repeated. The loser is also the one who first cannot quickly and correctly answer the next question, ask their question, or repeats a question that has already been asked. Participants can be given only 1-2 minutes to work in one pair, after which they can be encouraged to exchange game partners. By doing this for just 20-30 minutes, people can quickly get to know each other in a new group. This game can also be one of the stages in a larger communicative game, asking participants to answer questions about each other, thereby testing their attentiveness and memory.

Complex Confusion

Variant 1:

The number of players should be even, no less than six people and no more than 12. If the number is less or more, the game task may be either too easy or too difficult for the participants. Participants stand in a circle, holding hands. The leader informs them that he will turn away for a while (1-2 minutes), and during this time, without letting go of hands, they must entangle themselves in a way that it will be difficult for him to untangle them later. After the players have entangled themselves in their circle, the leader says that he changed his mind about untangling them; they have to untangle themselves. If there are multiple teams, they untangle as fast as possible. The winning team is the one that untangles the other team the fastest.

Variations of the "Complex Confusion" game:

Players perform the task in silence.

Players can talk but close their eyes.

Half of the players close their eyes, and half cannot speak.

The leader imposes a kind of "taboo" on the use of certain categories of words. For example, players cannot use names, names of colors (red, blue, etc.). Most importantly, they cannot use words that orient in space (up, down, right, left, back, forward, etc.). If there are two teams, they take turns explaining a rule from topics covered and examples on a particular theme or an excerpt from literary works. [9]

Discussion:

Without disputing the credibility of the classifications mentioned above, it is essential to emphasize the importance of didactic games. These games serve as valuable tools for knowledge acquisition, skill development, fostering cognitive interest among students, improving the visibility of educational content, and promoting independent learning. Didactic games find application in all types of lessons, each performing a specific function in accumulating language experience, reinforcing previously acquired skills, and developing oral communication skills. The integration of didactic games into teaching, especially in the context of learning Russian as a foreign language, significantly simplifies the educational process, making it more understandable.

Introducing games not only diversifies and enlivens the learning experience but also breaks down psychological barriers between teachers and students, encouraging communication needs and creating conditions for equal partnership in speech. Research results show that systematic incorporation of gaming technologies into the process of learning Russian as a foreign language contributes to a deeper assimilation of language and speech materials, especially in the presence of limited time. This approach introduces variety into learning activities and communication formats, alleviating the burden on students' voluntary memory and engaging them in involuntary forms of learning. Therefore, it contributes to the development of speech fluency in students, bringing it closer to the average speech speed of native speakers within optimal timeframes.

Conclusion:

This event, through the interesting content of proposed tasks, updates knowledge in various branches of psychology, activates students' interest in psychological science. Original and non-standard tasks contribute to the development of thinking and creative abilities. Interaction within the team and with other participants plays a positive role in enhancing students' communicative competence. Thus, edutainment represents a form of the educational process that realizes the positive effects of entertainment. The incorporation of edutainment elements can be one way to increase students' educational motivation, but for this, the teacher must not only be an expert in their field to use the motivating potential of presented information but also masterfully handle modern technologies and teaching tools, one of which is the game.

Furthermore, achieving a match between "educational entertainment" (role-playing games, quizzes, educational quests, computer games, simulators, internet platforms, etc.) and educational goals is crucial. Their moderate use in the learning process at different stages of knowledge acquisition and skill formation is vital. These issues, in our view, require separate and more detailed consideration.

The game introduces an element of uncertainty that excites, activates the mind, and tunes into the search for optimal and unconventional solutions. The uncertainty and unpredictability of the game, the improvised nature of most game actions, often lead to unexpected situations, combinations of circumstances, and ratios of factors and forces, giving rise to genuinely original ideas, new experiences, and relationships. The game provides an opportunity to create and unite a collective. The attractiveness of the game is so great, and the gaming contact between people is so rich, deep, diverse, and unique that many gaming communities, mostly of a temporary nature, often demonstrate the ability to persist even after the game, beyond its framework. This possibility arises from the participants' sincere joy of communicating with like-minded individuals.

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