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ГЕЙМІФІКАЦІЯ ПРОЦЕСУ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

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Стаття присвячена проблемі використання прийому гейміфікації у процесі професійної підготовки майбутніх учителів початкової школи, оскільки стрімкий розвиток інформаційної галузі вимагає постійного пошуку ефективних методів і прийомів навчання та їх впровадження у навчальний процес, в тому числі закладу вищої освіти.

Під поняттям гейміфікації розуміють процес, в якому учасники взаємодіють з метою вирішення штучно створеного конфлікту, який визначається чітко встановленими правилами і виражається в кількісному результаті. У статті наведено детальну характеристику прийому гейміфікації, окреслено умови його ефективного використання у процесі професійної підготовки майбутніх учителів початкової школи. Встановлено, що прийом гейміфікації може

бути використаний під час опанування майбутніми вчителями початкової школи різних навчальних дисциплін. Але особливо його використання значно полегшить процес опанування майбутніми педагогами навчальної дисципліни «Іноземна мова (за професійним спрямуванням)», оскільки використання прийому гейміфікації допомагає долати психологічні бар'єри. У статті наводяться приклади творчих завдань з теми "Teaching as a career", розроблених на основі прийому гейміфікації і які можуть бути використані у процесі професійної підготовки майбутніх учителів початкової школи. Запропоновані завдання сприятимуть розвитку творчих навичок майбутніх учителів початкової школи, розвитку їхніх умінь долати можливі труднощі, працювати індивідуально, в парах та групах, мотивуватимуть їх ставити цілі та досягати їх, формуватимуть у майбутніх педагогів професійну та методичну компетентність, що є запорукою якісного та ефективного навчання учнів початкової школи. лоррр

Ключові слова: гейміфікація, професійна підготовка, майбутні вчителі початкової школи, прийом, освітній процес, завдання.

GAMIFICATION OF THE PROCESS OF FUTURE PRIMARY SCHOOL TEACHERS' PROFESSIONAL TRAINING

Miroshnyk I. V.

The article deals with the actuality of using the method of gamification in the future primary school teachers' training, as the rapid development of the information industry requires a constant search for the effective methods and techniques of teaching and their implementation in the educational process. The notion of gamification has been defined as a process in which the participants are involved in order to solve an artificial conflict, which is determined by the set rules and expressed in a quantitative result. The detailed characteristic of the method of gamification has been given, the conditions of its effective use in the process of the future primary school teachers' training have been outlined. It has been established that the method of gamification can be used in the future primary school teachers' mastering various disciplines. The examples of the tasks based on the method of gamification on the topic "Teaching as a career", which can be used in the process of the future primary school teachers' professional training, have been cited in the article. The proposed tasks will promote the development of future primary school teachers' creative skills, teach the students to pass the feasible difficulties, work individually, in pairs and groups, motivate them to set the goals and achieve them, form their professional and methodological competence, which is the key to the quality and effective teaching of primary school children. Because it is very important for young learners to receive a certain reward for the done task and the game still partially remains for them a type of the activity that motivates them to achieve certain results.

Keywords: gamification, professional training, future primary school teachers, method, educational process, task.

The rapid development of the information industry requires a constant search for effective teaching methods at various levels of education. One of such effective methods is the educational trend – *gamification*.

Gamification refers to the use of gaming practices and mechanisms in a non-gaming context in order to engage end users in problem solving [3].

According to K. Salen and E. Zimmerman, the game is a system in which players are involved to solve an artificial conflict, which is determined by the rules and expressed in a quantitative result [7, p. 80]. Gamification differs from other game formats in that its participants are focused on the goal of their real activity, and not on the game as such. Game elements are integrated into real situations to motivate the participants' specific forms of behavior under the given conditions.

The method of gamification is most effectively used in teaching primary school pupils, for whom it is important to receive a certain reward for the done task and for whom the game still partially remains a type of the activity that motivates them to achieve certain results. In the educational process during the implementation of the method of gamification young learners demonstrate such natural instincts as competition, achievement, status, altruism, the desire for self-expression, problem solving. And, therefore, they should be offered the appropriate types of encouragement: boards of honor, marks in the form of suns, clouds, etc., points, honors, levels, indicators of achievement, competition between classes to receive a certain reward. The focus on taking into account the above-mentioned peculiarities of the achievement of primary school pupils' significant learning outcomes should become the basis for the future primary school teachers' professional training. After all, in order to successfully use the method of gamification in teaching his pupils, the teacher himself must immerse himself in this process.

The problem of using the method of gamification has been studied by many authors. O. Diadikova studies the game as a tool in the research work, education, for improvement of the urban environment and organization of interaction between different subjects [3], L. Zhydilova, K. Liashenko consider gamification as a means of improving the effectiveness of teaching Mathematics in primary school [4], I. Levynska consider games as a means of the educational process participants' development [5], O. Tkachenko studies the history, distribution and introduction of gamification as a modern innovation process [6], etc. But the problem of using the method of gamification in the future primary school teachers' training concerning the development of their creative skills has not been studied. So, *the purpose of the article* is to outline the peculiarities of the future primary school teachers' training using the method of gamification.

The process of training the future specialists in the field of primary education using the method of gamification will be high quality and effective, if the game:

- 1) will provide clearly defined goals, compliance with a certain scenario, logical and consistent rules;
- 2) will provide a number of actions, the best possible having carried out which, the player will have a chance to become better than other participants and, ultimately, to become the winner;
- 3) will contain the secret, the desire to reveal which will lead the player from level to level, reinforcing his passion;
- 4) encourage the player to take risks;
- 5) will provide feasible difficulties for passing;
- 6) will ensure the stability of the feedback system, which will guarantee the achievement of the set goals and the players' compliance with the established rules;
- 7) will cause emotional states, experiences that will make the process interesting, exciting and unforgettable;
- 8) will contain the appearance of the progress;
- 9) will provide for a certain reward as a result of the victory.

The method of gamification can be used in the future primary school teachers' mastering various disciplines, but especially its use will greatly facilitate the process of the future educators' mastering a foreign language while studying the "Foreign language for specific purposes" discipline, because gamification helps to overcome psychological barriers. Students while studying the professionally oriented topic "Teaching as a career" in role-playing games, firstly, acquire new knowledge, practice their already acquired skills of using a foreign language for the implementation of the set tasks, and, secondly, they form professional and methodological competence, which is the key to the quality and effective teaching of primary school children.

The examples of the exercises, which can be used in the future primary school teachers' professional training, using the technique of gamification, are given below:

Task 1. (The students are working in groups). Read the poem and fill in the gaps with the missing lines.

A TEACHER OF ENGLISH

A teacher of English –	'Cause school is a stage.
...	Attending the classes
My dream and my hobby.	... –
...	I do it with pleasure
Creating the lessons,
...	I work in gymnasia,
For my dear learners	...
...	'Cause there no one
To me for advice,
...	My colleagues are friends,
It's very important	...
...	The pupils are lovely –
To make lessons brighter,
...	

Task 2. (The students are working in pairs). Read the poem and fill in the gaps with the missing lines. These missing lines are given below the poem.

A TEACHER OF ENGLISH

A teacher of English –	Attending the classes
This is my job,	Or making workshops –
My dream and my hobby.	I do it with pleasure
...
Creating the lessons,	I work in gymnasia,
The games and just fun	It's my second home,
For my dear learners	'Cause there no one
...
To me for advice,	My colleagues are friends,
Some help or to chat.	The atmosphere is kind,
It's very important	The pupils are lovely –
...
To make lessons brighter,	
Sing songs and use plays,	
'... .	

The missing lines: And that's a real life; Feels bored or alone; And never can stop; 'Cause school is a stage; To be their friend; Who always may come; I think I can't stop).

The lecturer can diversify the task and propose the students to fill in the gaps with the missing words dealing with the topic "Teaching as a career".

Task 3. (The students are working individually). Read the poem and propose your own translation of it. Pay attention to the rhyming as it is in the original variant.

Task 4. (The students are working individually). Make the poem of your own using as many words / phrases describing the personality of a primary school teacher / the peculiarities of your future career as possible;

Task 5. (The students are working individually). Read the text "What are we for our pupils?", write out the characteristics of an ideal teacher in one column and the antonyms to them in the second column. Describe your first teacher using these characteristics.

What are we for our pupils?

Teachers are sacred people and to be a teacher is to be a friend, encourager, counsellor, mentor, expert in everything, facilitator, cultural bearer, as well as a master of your own subject.

Faced with sometimes overcrowded classrooms, very tight budget and great expectations you nevertheless have great desire and keep on working magic with your students. You instruct and teach them but also often help obtain confidence in life, inspire them with your enthusiasm and example of your own devotion. You conduct your lessons in creative and dynamic way to catch the attention of the whole class or sometimes tailor your teaching to individual students with a lot of different learning secrets and miracles.

You have chosen the most challenging and the most rewarding profession. It doesn't give you much money, but it gives you more – the light and love in your pupils' eyes, the smile on the face when something is at last understood and grasped, the joy and pride watching your students at their graduation, a lot of thanks from grateful parents and finally your internal satisfaction that it is you who has made the difference and done something important.

You are a decisive element in the class-room. It's your daily mood that makes the weather. As a teacher you possess a tremendous power to make a person's life miserable or nervous. You can be a tool of torture or an instrument of inspiration. You can humiliate or humour, hurt or heal. In all situations, it is your response that decides whether a crisis will be escalated or deescalated and a person humanized or dehumanized. Opening the door of your classroom always keep these words in mind!

Task 6. (The students are working individually). Describe / draw an ideal primary school teacher / a bad primary school teacher / your favourite lecturer (other students should guess what lecturers are being described by the students) using the characteristics given below.

A TEACHER	
works hard to remain up-to-date with his/her subject; openly admits when he/she has made a mistake or does not know something; is interested in his/her students' life; asks them about their homes and tries to help where possible; makes students work hard and sets high standards;	is friendly and helpful to his/her colleagues; uses a lot of different materials, equipment and teaching methods and attempts to make his/her lessons interesting; helps students to become independent and organize their own learning.
A GOOD TEACHER	
is friendly; explains things; gives good notes; knows how to treat someone who sits at a desk for six hours; lets students do the tasks by themselves; uses group work; does the lesson together with students; elicits things students know; talks about problems of school; talks about other subjects; plays games; tells jokes; doesn't push weak learners; asks students' opinions; is like an actress/actor; is forceful, but not strict; is educated; knows psychology; uses movement to make meaning clear;	makes sure everyone understands; is funny; is more like a comedian; reads in a tone that makes meaning clear; gets close to students; believes in students, makes them believe in themselves; students want her/him to be proud of them; has a personality of her/his own; is very experienced; makes grammar clear; tries to communicate; gives advice; gives students a lot of books to read; asks students a lot of questions; does experiments; talks about the lesson; knows the subject well.

A BAD TEACHER

<p>is very strict; doesn't let students speak; gives marks all the time; is fixed in a chair, is always above our heads (dominates); shouts (for no reason); gives a lot of tests; forces us to do things; doesn't discuss other problems; starts the lesson immediately; doesn't smile; stares at a student and he/she can't say a word; her/his tests are too difficult; just shows students a grammar rule and they forget it; shouts when students make mistakes;</p>	<p>is very nervous (bad-tempered); talks and talks all the time; speaks flat; keeps a distance from the students; believes the students are all the same; is like a machine; is not prepared; treats students like objects; is rigid; is sarcastic and ironic; avoids answering questions; students can't laugh, can't speak; has a blacklist and says "you, you, you"; has a little book with marks in it; provides no communication; makes students feel anxious; says students are badly prepared.</p>
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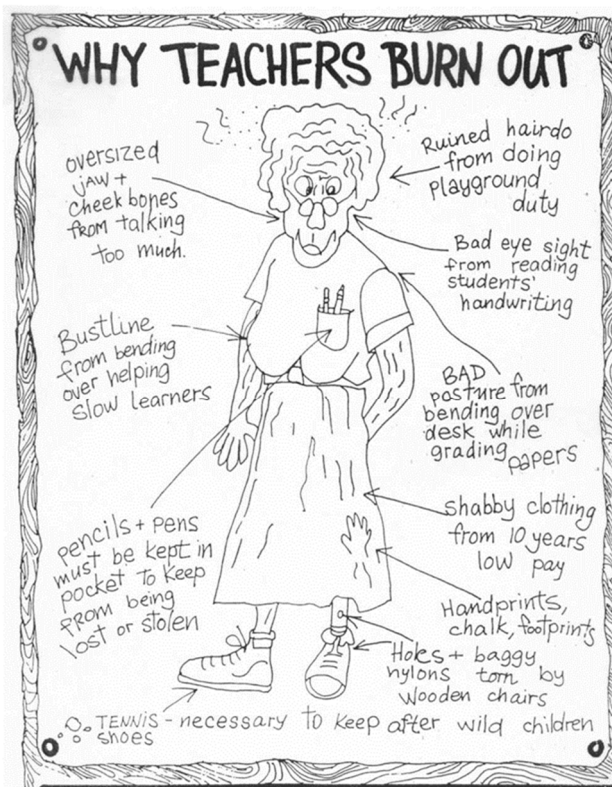
Task 7. (The students are working in one group). Describe the personality of a teacher I would like to become using the phrases given above like a snowball.

E.g., Student 1: I will be friendly to my pupils.

Student 2: I will be friendly to my pupils and give good notes to them.

Student 3: I will be friendly to my pupils, give good notes to them and make sure everyone understands, etc.

Task 8. (The students are working in groups). Look at the picture and say what this teacher should / should not have done in order not to finally be in such a state.



Task 9. (The students are working in pairs). Look at the picture and try to imagine / describe the appearance of this teacher when she just started her career.

Task 10. (The students are working individually). Describe the appearance of an ideal primary school teacher.

Task 11. (The students are working in pairs). Name as many pros and cons of being a primary school teacher as possible.

Task 12. (The students are working in groups). Each group has to name as many sayings concerning the topic "Teaching" as possible and make short stories with them.

Task 13. (The students are working individually or using the form of work of team-teaching). Propose and conduct with the group as many interesting tasks on the topic "Teaching as a career" as possible.

Task 14. (The students are working in two groups). Write the letters to the future primary school teachers' generations in the instructive form giving them some pieces of advice.

The winners for doing all the tasks successfully will be given the additional grades for the course.

Thus, the use of gamification in the classroom will promote the development of the future primary school teachers' creative skills, creating the space for productive competition and cooperation, both between primary school pupils and future primary school teachers.

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ОСОБЛИВОСТІ ВИКОРИСТАННЯ ТЕАТРАЛЬНО-ІГРОВОЇ ДІЯЛЬНОСТІ ЯК ЗАСОБУ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ ДОШКІЛЬНОЇ ОСВІТИ

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У статті визначено важливість та необхідність професійної підготовки фахівців дошкільної освіти засобами театральньо-ігрової діяльності; зацентовано увагу на значення та вплив театральньо-ігрової діяльності на розвиток особистості дитини дошкільного віку, а також на важливість готовності майбутніх фахівців дошкільної освіти до забезпечення відповідного розвитку малечі; запропоновано використовувати такі види театральньо-ігрової діяльності як інсценізація, театралізація; визначено інтерпретаційні особливості проєкції видів театралізовано-ігрової діяльності на професійну підготовку фахівців дошкільної освіти; висвітлено провідні аспекти використання театральньо-ігрової діяльності в контексті професійної підготовки майбутніх вихователів закладів дошкільної освіти.