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## **GAMIFICATION AS A MEANS OF INCREASING MOTIVATION AT ENGLISH LESSONS**

Today education in the 21st century is facing big changes based on concepts, theories, principles and methods. Motivation is probably the most important concept that educators can target in order to improve learning. It is one of the main factors affecting the English language learning. Motivation is essential for learning since it is the driving force for students to complete tasks that build knowledge. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals.

There are many factors that can potentially influence motivation. Motivation can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they're struggling, how they perform on tests, and many other aspects of education.

It is effective and functional to apply various and interesting activities with moderate challenge to attract students to arouse their curiosity in English learning in view of intrinsic motivation. One of the successful ways of making class fun and motivating students to participate in the lesson is Gamification.

Gamification is the application of computer-based gaming approaches to non-gaming processes. Gamification makes any process more enjoyable and exciting, because the game focuses on many points of motivation - competitions, prize incentives, and the logic of overcoming obstacles [3, p. 275]. Games help in learning foreign languages because they make students feel the need and importance of certain words, without which it is impossible to achieve the goal of the game [1, p. 198].

The main purpose of Gamification is the development of grammatical, lexical, linguistic skills; skills of monologue and dialogic utterances; development of skills and abilities reading, speaking, writing and listening [2, p. 138].

When it comes to the learning effect of games, they are very common try to compare with the usual means of learning and studying the world - books, movies and other tools, which are based on the principle of passive information. The main difference between reading, watching videos and playing is that reading can help form a logical connection between new material and existing knowledge, but it is difficult to start the process of working out what has been learned - bringing it to automatism as games do. Strategies are suitable for the development of strategic thinking and the ability to make decisions in different conditions. Quizzes teach to look at the problem from the side, to study and analyze information, to make well-considered decisions, to reason.

An interesting approach to learning is role-playing games. Modeling real situations and quite complex you can achieve high results. Even despite the playful nature of the situation, it is possible to give an emotional context, to apply in practice the knowledge that will be useful in a real life. And in the future, it will be easier for students to apply the acquired knowledge if they practice in role training.

Using games in the study of English is a useful and effective method. Some researchers directly talk about the introduction of game bonuses during the learning process and receiving a certain reward for completed tasks.

The game elements that form the mechanics of the Gamification process include: challenge (goal to achieve); tasks, tests; cooperation (performance of work on errors, mutual assistance in solving problems); feedback (information about the player's success); accumulation of resources (accumulation of knowledge indicators); rewards (bonus points, awards, badges, virtual currency); state of victory (scale of achievements, total score, current knowledge index taking into account bonuses, final score, rating).

Presentations are the first step in gamifying foreign language learning. We use them as illustrations for open lessons, built on the principle of story-based role-

playing games with teams. Their goal is interactivity and immersion in the language environment [3, p. 274].

Using games during English lessons can have its drawbacks. Excessive use of the game at the lesson can take up students' personal time, which they could use to further explain the incomprehensible material to the teacher; relaxed atmosphere during games, frequent use may interfere with further adjustment of children to work during the lesson or preparation for the exam. Abusing of games in the classroom, too light level of games for middle school students can lead to a loss of interest in the game because students can find this activity boring, frivolous and habitual.

To use Gamification at English lessons effectively, the teacher must follow the following steps: to prepare handouts or equipment in advance, to explain the tasks, conditions and rules of the game, to distribute the functions and roles of game participants, to distribute additional material and analyze the errors and announce the results.

Thus, we can conclude that the benefits of Gamification in the educational process are obvious - the student's interest, his involvement in the process, including the most "boring" lessons. The game activates the mental processes of its participants: attention, interest, perception and thinking. Using of games reduces the level of excitement, awakens positive feelings and emotions, and increases self-confidence. With the proper use of gaming methods, you can achieve high results in increasing student motivation to learn English.

Games are certain activities used as powerful ice breakers in the classroom and as motivating power for learners in accomplishing the class activities and revising the difficult material. Educational games are interactive plays that teach students goals, adaptation, problem solving, interaction and give all the fundamental needs of learning by providing enjoyment, passionate involvement, structure, creativity, social interaction and motivation.

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