



## The Use of Gamification Gaming Technologies in the Educational Process

N. H. Vohidova

Doctoral student of Termez State University

**Abstract:** the article highlights the content of such concepts as "gamification", "gamification of gaming technologies", describes the content of the use of gamifying gaming technologies in the organization of educational activities, its capabilities and advantages.

**Keywords:** gamification, gamification of gaming technologies, science, science, system, competence, competence content, part, education, standard, effect, special technique, result, opportunity, educational activity, pyramid, rule, dynamics, mechanics and component.

Gamification technology in education. The term gamification (gamification) was first used in March 2002 by American programmer and inventor Nick Pelling. The term became popular in many fields by 2010 and is used today (business, Personnel Management, Health, Education) to define a specific way to solve a wide variety of tasks [1].

Educational gamification is meant to provide the performer with understandable and clear instructions regarding the achievement of an educational goal or the execution of a sequence of Game-games aimed at solving the issue posed. Therefore, in expanding the conditions and opportunities for the effective assimilation of educational material by a student in the process of Higher Education, the teacher carries out the sequence procedure of educational gamification (theoretical) and practical operations through games. Gamers can be part of an independent training program or, another training program. Gamification is a way to encourage educational participants to take action and achieve good results in online training. The activities of the teacher using geymification can be expressed in such forms as lecture, seminar, practical classes, laboratory classes, educational conferences, consultations, excursion, expedition [2].

So, within the framework of our study, gamification allows future teachers to lose stress, such as thinking about them, activating their thinking, and fear of mistakes and criticism of students during regular classes, on the basis of making the educational process comfortable and cheerful based on the use of game elements in non-game conditions, and to work with a group, improving mood. This, in turn, provides the opportunity to smoothly master and strengthen the educational material.

Nick Pelling compared the gamification to other games, comparing its puns aspects[ classifies as follows (1.12.-jadval).

Compare Indications	Traditional games	Rollie games	Business games	Stimulants	Gamification
Spontaneity	no	yes	no	no	no
Rule majudity	yes	no	yes	yes	yes
Presence of purpose	yes	no	yes	yes	yes
Structure	yes	no	yes	yes	yes

Truth	no	no	yes / no	yes / no	yes
Systematics	no	no	no	yes / no	yes

### 1.12.- culinary aspects of table geymification games

Kevin Werbach, a professor at the University of Pennsylvania, proposed its three-layer conditional pyramid, taking into account all the elements of the gamification game as part of an online education project. According to him, the pyramid: the upper level is made up of dynamics, the middle level is made up of mechanics, and the lower part – components.

According to Kevin Werbach's Pyramid rule, let's consider the following classification of dynamics, mechanics and content of component layers of the game:

Dynamics: limitations; feelings; relationships. Mechanics: Challenge, competition, situation, feedback, incentive, achievement situations. Components: achievements, leader rating, points. Competencies that can be developed and evaluated throughout the game: the ability to work in a team and the ability to communicate with each other; knowledge of historical periods, names, terms; the ability to quickly and accurately answer a question; the ability to show creative thinking; the ability to gain knowledge of the history of other students; encourage classmates to actively participate in the game.

The "dynamics" layer is a high-level, conceptual element of the game that represents the "grammar" of the game, with its hidden structure, systematically and consistently harmonizing tasks and experiences. This layer includes limitations: there are limitations in each game, and the game must develop meaningful decisions and challenges. The game has a limited scope. However, there are still enough emotional elements to enrich experiences and or tasks. A chronology (story) is a structure that unites parts of a game into a coherent whole. An extremely important element of developmental gamification is the feeling that the demand itself has the opportunity to relatively improve and grow the level of knowledge acquired.

The "mechanics" layer expresses the actions leading the game activity to the result, into which: call – aspirations of students' goals; chance–random changes and their parameters; competition, cooperation, feedback: is it at this moment that the student is able to master the topic, or not, mastering resources: in this, the opportunity for the student is created by the teacher, or the student himself knows.

The "component" layer, showing the dynamics and mechanics of the game, will consist of the following sections: results, collections, opening of new content, prizes and awards, leader ratings, levels, points, quests, social contacts, groups and virtual goods.

The essence of the game Pyramid components implies the need for the upper levels of the concept to be complemented by elements of one or more lower levels.

We used this game on the topic "extracurricular activities carried out at school" in the science of pedagogical theory and history.

1. The purpose of the game is to strengthen students' theoretical knowledge, increase their activity and interests in the course process, check the acquired knowledge.
2. Group Students are divided into subgroups of 10.
3. In order to get a complete answer to all the questions in the Seminar training plan, as many card questions as possible were drawn up. A sand clock was used as a regulation.
4. Students of 10 people sit at a round table. The table of each group is assigned a sand clock and tasks that they must perform on the subject. The task of the students is to answer the question and transfer the hourglass to the next student (Clockwise). Abdullo Abdullayev receives one card and reads the question aloud and answers it, then transmits the hourglass to the student next to him, the next student tells the question his option answer, he also transmits the hourglass to the next student, it is important that there is a variety of answers, the possibility of a free statement of thoughts.

5. It is necessary that the student who receives the clock answers the question quickly, as soon as possible, transmit the clock to the next participant, whoever stops working the clock in his hands that is, cannot answer, this student receives a fine card.
6. Each student is required to answer the question quickly and correctly and transmit the clock to his partner.
7. The game lasts at most 20-25 minutes. There is no card in hand, or the student who has fewer cards will win. Accordingly, the person with the most Cards is the loser.
8. The winning student receives an "excellent" grade. Students who are actively involved but have made mistakes in the answers are motivated by a "good" grade, while students who participate in the answers are motivated by words of support.
9. If the students wish, the game can be repeated without taking the questions answered, so that the participants in the game have the opportunity to repeat and reinforce the material.

According to gamification expert Yu-Kay Chu, the game has eight factors that strengthen the motivation of its participants: achievement, striving for organization; work on oneself, self-improvement; process ownership, opinion ownership, concentration of thought; avoid negativity, regularity, security; mystery, surprise, unpredictable; elements of socialization, friendship, mutual positive influence, competition; unlimited resources, overcoming difficulties; feeling their importance, their mission.

The study identified a number of aspects of its advantage by US based on the use of gamification. By encouraging prospective teachers to think, think, analyze active participation in gamification games, they are further activated, losing their stress, such as fear of criticism, error, which is allowed in regular classes, as well as raising the mood and allowing them to work with the group. This, in turn, ensured the possibility of smoothly mastering and strengthening the educational material.

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