

Третім основним фактором для ефективного викладання іноземних мов ми вважаємо мотивацію самих учнів. Більшість вчених вважають цей фактор найголовнішим і відводять йому центральне місце серед чинників успішного вивчення іноземних мов [3]. Отже, швидкий та стислий аналіз факторів, що сприяють ефективному викладанню іноземних мов у процесі міжкультурної комунікації дозволяє сказати про те, що неможна виокремити один найголовніший фактор. На наш погляд, ми повинні розглядати і аналізувати процес викладання іноземних мов як з боку викладача, так і учня, враховуючи особистісні характеристики, ерудицію, мотивацію, інтерес та зацікавленість обох сторін. Крім цього, важливим чинником ефективності процесу виступають новітні мультимедійні технології, які сприяють швидкому засвоєнню вивченого матеріалу і підвищують продуктивність обох сторін.

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GAMIFICATION AS AN EFFECTIVE MOTIVATION SYSTEM FOR STUDENTS

At present time, most students prefer self-education and self-development in order to get the job of their dreams. In the meantime, higher education institutions are trying to meet the needs of their applicants, but on the way to this goal there may be some problems such as: lack of sufficient funding, an outdated curriculum or a simple lack of motivation for students. That is why the elements of «edutainment» (education + entertainment) are of great help both for teachers and students.

In my opinion, motivation is an important factor for improving student's productivity. Therefore, in this paper, I would like to suggest implementing such a system of increasing student's motivation as gamification in our universities.

Let's consider the definition of the concept of gamification. Gamification is the application of computer game techniques for non-game purposes. This technique works perfectly in corporate culture as well as educational process. Game elements, conceptually, can be implemented in any project. This system is not so popular in Ukraine, it is rarely observed in universities, at work and in senior classes of schools. Among the most effective uses of this system are gamified software solutions for recruiters developed by the CleverStaff company. With this tool, CleverStaff pushes every team member to achieve. Employees can see the current number of completed tasks, as well as how much remains to be completed to receive a reward. In a certain sense, the algorithm plays the role of an «ideal manager», monitoring the success and the level of growth of professionalism of employees.

In order to integrate gamification into the education system, the university needs to consider its weaknesses. In this case, you need to consider surveys from the Genesis Education platform and the CASERS community.

As for the surveys of the Genesis Education platform, among the main ones are the surveys about the decrease in the desire of students to work on their major during the course of study. The survey showed that 46.8% of respondents plan to work according to their specialty, but this desire gradually disappears with each year and course. For example, among first- and second-year students, 51.2% are willing, but among master's students, it is already 43%.

The following survey is from CASERS. It considers all the aspects that students do not like in higher education institutions. The main ones are the outdated content of educational programs and the low level of interactive learning methods. In 45% of universities, teachers never use the «case-study» method in teaching, 38% use it, but rarely, and 9% of students do not know what it is at all. And only 8% of respondents claim that most their teachers use cases. Therefore, the problems of lack of practical experience and the use of outdated information are revealed in the above surveys. Taking into account the existing problems, you can proceed to the formation of the system of student's motivation.

An efficient game addresses several player's needs:

- the need for autonomy - I choose whether to play or not, I choose what to play and how to succeed;

- the need for competence - I figured it out and managed. I am a winner;

- need for recognition – I can share the result with friends and other users.

To meet these needs, it is essential:

- to offer a reward for each task - it can be points, badges and any other «marks» that have tangible or intangible value (For better memorization of information, it is better to give students real life tasks that will develop the necessary skills for employment. In contrast to a real task, you can also give a simulated task in the format of a computer game.);

- to stimulate competition. Competition motivates many of us, but others, on the contrary, are intimidated by comparison with others or a low position in the rating;

- to consider different types of interaction: one against each other, team against team, team against the problem;

- to provide an opportunity to share results and achievements both in the game and outside of it (for example, in social networks);

- give quick feedback on correct and incorrect actions to students.

In general, during the period of distance learning, universities use their own websites. Sometimes, these sites may have certain problems with their interface and an structure. To my mind, the best website design that increases student productivity is demonstrated in programs such as: Dualingo, Ribbon Hero, ClassDojo, GoalBook, The World Peace Game, Coursera, Mr Pai's Class, CourseHero, Brainscape and Socrative 101.

Therefore, the main charm of game methods is the attitude towards mistakes. During training, we all got used to the fact that making mistakes is the path of losers and nothing. But what contributes to self-improvement then? Fixation on mistakes leads to the fact that students concentrate more on scores than on actual knowledge, or choose the path of procrastination. In computer games, on the contrary, mistakes are welcome and they are the main tool for achieving success. Therefore, in my opinion, gamification as the system of student's motivation is one of the most effective incentives for learning at the present time.

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INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS AT UKRAINIAN UNIVERSITIES

With the development of ICT, innovations have proliferated widely into social life: science, education, culture, politics etc. One of the ways to modernize the educational system of Ukraine is