

advocates aligning learning activities with children's cognitive abilities, interests, and developmental stages.


The proposed methodology outlines a gradual progression from intuitive understanding to conscious, creative application of knowledge, supporting the formation of flexible, productive, and innovative thinking.


The study demonstrates that the integration of activity-based, project-oriented, and competency-based approaches is essential for effectively developing algorithmic thinking and creativity. Implementation of the methodology

fosters personalized educational trajectories and an environment for creative self-realization, thereby enhancing students' readiness to address complex problems in digital contexts.

Keywords: *after-school education; algorithmic thinking; creativity; digital competence; programming.*


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THE CONCEPT OF “GAMIFICATION” IN MODERN EDUCATION (BASED ON THE FRENCH LANGUAGE)

This paper examines the concept of gamification as one of the most relevant and effective approaches to modern education, particularly in teaching French as a foreign language. The relevance of the research is stipulated by the growing interest in learning foreign languages in the context of globalization, the active development of technology and the expansion of international educational cooperation. In such conditions, teachers are tasked with finding innovative teaching methods that can increase students' motivation and ensure high learning outcomes in a short time.

Special attention is paid to the issues of mastering grammatical material, which traditionally causes the greatest difficulties for students. That given, the article analyzes the potential of game-based learning methods as a means of overcoming the above issues, increasing cognitive activity and enhancing a sustained interest in the subject.

Gamification is considered a universal tool applicable at various levels of learning and allows combining educational goals with the elements of entertainment. The paper presents examples of how gaming technologies and digital platforms are used, in particular the Kahoot service, for organizing instructional contests and revising grammatical material.

In the article, major benefits of the gamification approach are also emphasized: the growth of motivation for learning, active involvement of students in the educational process, advancement of skills in working with modern technologies and improving the efficiency of learning. It is concluded that gamification, based on both digital resources and traditional game forms (cards, whiteboard), is an effective means of optimizing the learning process of the French language: it contributes to achieving sustainable educational outcomes. Gamification, which is very popular in foreign language instruction, can be used at any level of education.

Keywords: *gamification approach; interactive method; communicative training; oral speech and understanding; competencies.*

Introduction. In the modern era, interest in learning foreign languages has been steadily increasing. This trend reflects the rapid development of technologies, their integration into various spheres of society, expanding international cooperation, and the continuous processes of innovation and modernization. In the Republic, the number of students studying at prestigious universities around the world is constantly growing. Consequently, foreign language teachers bear significant responsibility in preparing learners for successful academic and professional integration into the global environment.

Therefore, foreign language instructors must take into account the growing demand for language education within constantly evolving educational contexts and apply effective pedagogical strategies. The primary objective of foreign language teaching is to help learners achieve communicative competence in the target language efficiently and within a relatively short period of time. In this regard, the application of innovative teaching methods, the organization of instruction in accordance with modern educational trends, and the consideration of students' interests and needs are essential. Structuring the foreign language learning process at the academic level in a clear, systematic, and visually supported manner represents a crucial task for contemporary educators. As a result, teachers are expected to demonstrate professional flexibility, creativity, and methodological awareness in order to achieve high learning outcomes.

In addition, national and cultural characteristics play a significant role in the process of foreign language acquisition. The modern educational environment requires appropriate tools, approaches, and methods that

correspond to the constantly changing demands of a developing society. These pedagogical tools must be regularly updated and improved. One of the challenges faced by foreign language instructors is the explanation of grammatical rules in a way that ensures their effective comprehension and assimilation by students. In such cases, the use of game-based learning techniques proves to be particularly effective, as they can facilitate positive learning outcomes. Educational games may involve digital technologies; however, they can also be successfully implemented through traditional means, such as boards, cards, and other visual aids.

Considering the above, mastering the grammatical system of the target language at a high level, alongside lexical competence, remains a major challenge in foreign language education. Students often encounter significant difficulties in understanding and applying grammatical structures, which negatively affects their overall language proficiency. Therefore, foreign language instructors should prioritize the use of engaging and interactive methods to overcome these difficulties and enhance students' motivation and interest in the subject. Among modern pedagogical approaches, educational games are regarded as one of the most effective teaching tools, as they can be applied at various levels of education and adapted to diverse learning objectives.

Task statement. The main objective of this study is to facilitate the teaching and acquisition of foreign language grammar, specifically French, through the use of game-based learning. To achieve this objective, the study examines various types of educational games applied in the instructional process, which have demonstrated their effectiveness in enhancing grammatical competence.

Analysis of recent research and publications. Many studies have been conducted on this topic worldwide. But in Azerbaijan, there are few studies focusing on this issue. In this paper, we rely primarily on foreign sources. In this regard, the most prominent works of Y. Ayme (Ayme, 2006), H. Becker (Becker, 1999), D. Bottineau (Bottineau, 2013), G. Brougere (Brougere, 2002; 2005) can be cited.

One of the key objectives of the modern educational process is to transform learning into an engaging and motivating activity. In this regard, the organization of knowledge-based competitions in the classroom can be considered an effective instructional strategy. Through such activities, students enhance their motivation while simultaneously acquiring new knowledge in an enjoyable learning environment. Both the revision of

previously studied material and the introduction of new content are achieved more efficiently through this approach. In particular, digital platforms such as Kahoot represent valuable tools for organizing interactive knowledge competitions, promoting active learner participation and reinforcing subject matter comprehension.

Link to create a game (for teachers): <https://kahoot.com>.

Link for the game (for children): <https://kahoot.it>.

Kahoot has multiple advantages of using as it: 1) increases students' motivation for the lesson and arouses interest in it; 2) develops interactional skills through various devices (computer, phone, tablet).

Outline of the main material of the study. Gamification, which has become increasingly popular in foreign language education, can be effectively applied at all levels of instruction. In the process of teaching French grammar, instructors often encounter difficulties in explaining grammatical rules and ensuring their successful assimilation by learners, which may complicate the achievement of instructional objectives. In such cases, the use of modern game-based techniques proves to be particularly effective, as it contributes to improved learning outcomes. These objectives can be achieved not only through the use of digital technologies, but also through traditional instructional tools, such as boards and cards. The game-based activities presented below illustrate the discussed approach more clearly and vividly, demonstrating its practical applicability in foreign language instruction.

1. La boîte à mots – Word box

By rearranging the positions of words and lines within a given poem, an engaging auditory effect is created. This game not only enhances students' vocabulary but also facilitates the understanding of grammatical rules related to gender and number agreement of adjectives:

*Des mots de tete pour les amants
Des mots d'amour pour les charlatants.
Des mots clés pour les enfants
Des mots courants pour la chanson
Des mots froids pour les amoureux
Des mots chauds pour les oiseaux.*

Each student can modify these lines in various ways. The primary objective is to correctly match the noun with its corresponding adjective, explain their meanings, and determine the appropriate position of the adjectives within the sentence.

2. Les objets – Items

Through this game, students can learn the rules of word order in sentences in a more engaging and accessible manner. The game

can also be organized in groups. The participants are divided into two teams, with 5–6 different objects placed on each team's table. Initially, the rules of word order are explained to the students, followed by the consolidation of the learned material. According to the game's rules, students must construct one sentence for each object, describe its intended purpose, or explain its relationship with other objects. At the end of the game, the winning team is determined and awarded any object of their choice as a prize. This activity helps students practice sentence construction, express their viewpoints, respond promptly, and correctly apply word order in sentences.

3. Les mots melangés – Mixed words

Un chanteur de piscine dans un vestinaire d'opérette

*Un camion en peluche sur un lapin poubelle
Combien de chambres à laver pour une machine à coucher?*

Un pronom fume ou du saumon personnel

Melangeons les mots composés

Composons les mots melangés.

It is evident that the primary objective of this game is to rearrange complex words or present scrambled words in a more challenging form to facilitate comprehension. Through this game, students actively engage in combining verses to express new, creative ideas, expand their vocabulary, and familiarize themselves with the meanings of unfamiliar words and expressions. Short, entertaining poetic fragments can also be listened to in musical form via the Internet and chanted along with the students. Clearly, all three games presented above involve enjoyable rules that can be easily organized in the classroom and are likely to capture students' interest. The goal of these games is to enhance students' vocabulary, help them determine the correct word order in sentences, and enable them to convey ideas more clearly and efficiently. Additionally, these activities can significantly aid in explaining certain grammatical rules, such as the agreement of adjectives in gender and number with nouns.

Role-playing games

To illustrate this approach, consider the example of the “la pharmacie – pharmacy” section. After studying the relevant vocabulary, students can engage in role-playing activities to apply the learned words and expressions while revising the covered material. In this activity, one student may assume the role of a pharmacist, while another plays the role of a customer. By placing real or simulated pharmaceutical items on a table, students can enact a transaction and engage in a dialogue with the “buyer”. Similarly, a dialogue can be staged

between a doctor and a patient. Through these activities, students not only reinforce their vocabulary but also practice grammatical structures, such as the subjunctive and imperative moods, while forming sentences during their interactions.

Moreover, the use of role-playing games in the classroom serves to enhance students' ability to take on different perspectives and develop their speaking skills. In these activities, students must recall not only their own lines but also those of their counterpart. They are required to speak, ask questions, clarify, argue, and share their thoughts with their interlocutor. The interactive and engaging nature of the lesson motivates both participants and the audience to actively engage in the learning process, further strengthening their speaking abilities.

In addition to role-playing games, incorporating multimedia resources, such as videos related to the topic, proves to be an effective teaching strategy. Based on the adage “It is better to see once than to hear a hundred times”, presenting a short video that visually reflects the topic enables students to grasp and internalize the content more efficiently and effectively.

For instance, in the “Voyage and Tourism” sections, a video showcasing the landmarks of a foreign country can be presented, followed by an interactive discussion of the content with the students. A question-and-answer session, combined with students' individual perspectives, will foster an engaging and dynamic dialogue. In this case, – *Which foreign country would you like to travel to? Europe or Asia attracts you more and why? In which countries has tourism developed the most?* By answering such questions, students will not only enhance their speaking and comprehension skills but will also demonstrate their ability to construct sentences in various verb tenses, as well as in negative, imperative, interrogative, and affirmative forms.

As discussed above, a variety of games, dialogues, and engaging tools such as videos were presented. Additionally, the “Expressions idiomatiques” section can be incorporated into the lesson. As is well known, idiomatic expressions play a crucial role in the process of teaching and mastering any foreign language. They serve as indispensable tools for enriching a learner's vocabulary. Presenting various idiomatic expressions to students, either individually or in groups, and having them explain their meanings and identify equivalents in the target language can be a highly effective instructional strategy. For example:

1. Son intervention a mis de l'huile sur le feu. (Pouring oil on a burning stove)

2. Tu ne vas pas en faire un fromage.
(Turning an ant into an elephant)

3. Ils se vendent comme des petits pains.
(To resolve the matter easily).

Interpreting the meanings of idiomatic expressions and simultaneously identifying their equivalents in the native language enhances students' skills in areas such as comprehension, critical thinking, and oral communication. It is also beneficial to analyze the infinitive forms of the verbs used in these expressions, determine their tense and person, and concurrently review relevant grammatical rules. This approach not only strengthens students' understanding of lexical and grammatical materials but also ensures the effective and engaging organization of lessons at a high level.

The primary objective in foreign language instruction is to facilitate students' ability to quickly and accurately understand and convey ideas in the target language. To achieve this, instructors should employ a variety of methods and tools, including engaging and entertaining games. The game presented below serves as a clear example of this approach:

Situations

Dessinez, c'est gagné – Take a picture and win!

First, students are presented with a *Liste des situations proposées* (list of suggested situations). For example:

1. Se promener dans un parc – A walk in the park

2. Se brosser les dents devant son miroir – Brushing teeth in front of the mirror

3. Se coucher devant la télé – Falling asleep in front of the TV

4. Se réveiller à 5 heures – Waking up at 5 am

5. Se reposer avec son chat, etc. – Relaxing with your cat, etc.

This task can be performed either individually or in groups. The core objective of the task is for students to visually represent the presented situations in a simplified form and interpret their meanings. The student explains the picture they have drawn, expresses the same idea in both affirmative and negative forms, converts it into a question form, and applies the relevant verb tenses that have been studied.

To enhance engagement and make the task more interactive, students may also create different situations themselves and present them to the other group. This simple yet engaging activity exemplifies the application of the interactive method in the teaching process. It not only increases students' interest in learning a foreign language but also enhances their oral communication skills to a high level while encouraging them to speak

freely and individually. Moreover, this straightforward and easily understandable task ensures the mastery of several grammatical rules, with the outcomes evaluated positively. As an incentive and means of assessment, students may be awarded points, both individually and as part of a group.

It should be emphasized that the primary goal of foreign language instruction is to teach students the target language at a high level, utilizing contemporary methods and technologies. It is evident that modern learners seek to master any language efficiently and effectively, which drives their pursuit of the most effective pedagogical approaches. As educators, we continually strive to improve ourselves in this regard and incorporate new instructional methods. In particular, teaching and reinforcing grammatical rules remains one of the most significant challenges faced by students. In modern language courses, grammatical rules are often taught in conjunction with lexical materials, utilizing methods distinct from traditional approaches. To this end, foreign language instructors increasingly prefer tasks with colorful content, crosswords, and musical games. The task outlined below serves as a vivid example of the approach discussed:

QUI êtes-vous ? – Who are you? ?

In the following task, the individual seeking to introduce themselves writes a brief description of their personal life, hobbies, education, profession, and the country in which they reside. For example:

Paris	Etudiante		Harri Poter	Merline Monrot
Strasbourg	Ingénieur		Bethoven	Piano
Croissant	3	Celine	Asie	Chat
Vélo	22		Historique	Nature
Espagnol	Le chocolat		Shopping	Poisson

These indicators pertain to the individual being introduced. Students are then tasked with completing the assignment either individually or in groups, with the goal of getting to know Celini better based on the provided information. The primary objective of the activity is for students to accurately introduce Celini and discuss her using key vocabulary. Through this task, grammatical concepts such as word order, correct sequencing, and the agreement of verbs with subjects in terms of gender and number can be presented in an engaging manner. Notably, teaching a foreign language through such interactive activities leads to improved outcomes, while also helping students retain the material more effectively.

Conclusions. To summarize the above, it can be concluded that language serves as a tool for the perception, regulation, and transmission of information, facilitating communication across various spheres of life. In the modern era, characterized by globalization and international integration, personnel training plays a crucial role in fostering and strengthening relations between countries and peoples. This, in turn, creates mutually beneficial conditions for the exchange of knowledge and experience, as well as for collaborative inter-ethnic projects and cooperation among different states. In this context, teaching foreign languages, along with understanding the national and cultural characteristics of various countries, holds significant importance.

It is noteworthy that Azerbaijanis possess notable language skills, as compared to other nations, learning additional languages and overcoming language barriers tends to be easier for them. The educational environment must continuously adapt to meet the ever-evolving needs of a developing society, which requires regular updates and improvements to the approaches, methods, and tools employed. Any delay in modernizing the educational process becomes immediately evident and can have detrimental effects on various sectors of society.

As a complex, strategically important, and ever-evolving societal process, foreign language instruction presents a range of challenges. If not addressed properly, these challenges can evolve into significant issues. The roots of

these problems and their solutions can be found by analyzing the roles of the three main participants in the educational process: the teacher, the student, and the educational environment. The success of language training not only determines the future of the individual but also has a profound impact on the fields in which they will work. Progress in language learning can be achieved by applying acquired knowledge in practice and translating theoretical concepts into real-world applications.

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КОНЦЕПТ «ГЕЙМІФІКАЦІЯ» В СУЧАСНІЙ ОСВІТІ (НА МАТЕРІАЛІ ФРАНЦУЗЬКОЇ МОВИ)

Анотація. У цій статті розглядається концепт «гейміфікація» як один з актуальних та ефективних підходів у сучасній освіті, зокрема у навчанні французької мови як іноземної.

Актуальність дослідження зумовлена зростанням інтересу до вивчення іноземних мов в умовах глобалізації, активного розвитку технологій та розширення міжнародної освітньої співпраці. У цих умовах перед викладачами стоїть завдання пошуку інноваційних методів навчання, які можуть підвищити мотивацію суб'єктів навчання та забезпечити високі результати за короткий проміжок часу.

Особлива увага приділяється проблемі засвоєння граматичного матеріалу, який традиційно викликає найбільші труднощі в учнів. З огляду на висловлене вище, у статті аналізується потенціал ігрових методів навчання як засобу подолання означених труднощів, підвищення пізнавальної активності та формування стійкого інтересу до предмета.

Гейміфікацію розглядають як універсальний інструмент, що застосовується на різних рівнях освіти та дозволяє поєднувати освітні цілі з розважальними елементами.

У статті наведено приклади застосування ігрових технологій та цифрових платформ, зокрема сервісу Kahoot, для організації навчальних конкурсів та повторення граматичного матеріалу.

Підкреслено основні переваги гейміфікованого підходу: підвищення навчальної мотивації, активну участь учнів у навчальному процесі, розвиток навичок роботи з сучасними технологіями та досягнення ефективності навчання.

Зроблено висновок, що гейміфікація, яка базується як на цифрових ресурсах, так і на традиційних ігрових формах (картки, дошка), є ефективним засобом оптимізації процесу навчання французької мови, що сприяє досягненню стійких освітніх результатів. Гейміфікацію, яка дуже популярна у викладанні іноземних мов, можна використовувати на будь-якому рівні освіти.

Ключові слова: гейміфікований підхід; інтерактивний метод; комунікативне навчання; усне мовлення та розуміння; компетенції.

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