Intelligent Games in Teaching English for Special Purposes (ESP)

Kodirova Nozima Gulomjon kizi

Lector at the Department of World Languages at the Kokand University

Abstract: This article is devoted to mind games as one of the forms of gamification implementation in English for Special Purposes classes. Two popular quiz formats are described, «Kahoot!», «Jeopardy» and the experience of their implementation in the classroom and extracurricular activities within several language programs. The basic principles of creating educational content of quizzes are analyzed, taking into account the contingent of students, the level of complexity of the programs, the goals and objectives of the game. The compilation of questions and tasks of quizzes is considered as the most important stage on which the success of their implementation and the effectiveness of studying the material, as well as deepening and expanding knowledge on a topic or discipline as a whole, depend.

Keywords: mind games, quizzes, gamification, English for Special Purposes, content creation approaches, «Kahoot!», «Jeopardy».

INTRODUCTION

This article describes the experience of optimizing the educational process by conducting intellectual games as part of teaching English for special purposes.

The purpose of the study is to consider the basic principles that should guide the planning and creation of mind games in order to achieve the maximum efficiency of the learning process. Based on many years of experience with various forms of intellectual games in English, the authors describe approaches to creating game content (quiz questions), taking into account the specifics of the subsequent event as a whole.

The effectiveness of intellectual games in the educational process, including teaching foreign languages, has been repeatedly noted in the pedagogical community. In modern studies of recent decades, one can notice a steady interest in mind games [1; 2; 3; 4; 5]. This interest has increased dramatically with the dynamic development of new technologies and with the advent of a wide variety of online platforms in recent years. The opportunities that have opened up and the need to quickly adapt to the peculiarities of remote learning in the context of a pandemic have led to qualitative changes in educational technologies. The changes also affected intellectual games, which was reflected in the works on the teaching methods of various disciplines, including a foreign language.

METHOD

Intellectual game is characterized as a form, technique, method, learning tool [5], as an educational technology [7] or its component [1] and also as part of the gamification process [3]. However, in the absence of a consensus on the status of the intellectual game, its popularity is undoubted, since teachers of different disciplines and levels of education turn to

it [6] This allows us to talk about the intellectual game as a diverse pedagogical phenomenon that requires detailed study.

It is important for the study to generalize the relevant practical experience. Considered in different contexts and from different positions, the intellectual game, in our opinion, has not been sufficiently studied at the stage of its creation, although the success of this form of gamification is largely determined by well-chosen content. In this article, the authors fill this gap by describing, based on their experience, the features of the preparatory stage of quizzes and their use in language classes and events. This is the reason for the relevance of our study. In addition, the availability of quizzes in free access on the basis of online platforms, in which the compilers made linguistic and factual errors or inaccuracies and the course of the game was not thought out, also makes us think about the need to study this issue.

Intellectual games differ in the type and volume of content, format, the nature of the interaction of participants, the degree of their involvement, as well as many other factors. The most extensive and popular category of intellectual games is a quiz. With all the variety of quizzes, they are connected by the fact that participants compete by answering questions, usually within a given topic or discipline. A quiz is, of course, only one of the possible forms of implementation of the gamification process. Following S.V. Titova and K.V. Chikrizova, who summarized traditional and modern scientific ideas about gamification, we accept the following as a working definition of gamification: it is "the integration of game elements, game technologies and game design into the learning process, which contributes to a qualitative change in the way the educational process is organized and leads to an increase in the level of motivation, involvement of students, activation of their attention and concentration in solving learning problems" [7].

In this article, the intellectual game is considered as a special educational and cognitive activity incorporated into classes in English for special purposes (management, business and professional communication, academic goals) with various categories of students - with high school students participating in career guidance events, with students undergraduate and graduate levels, as well as with students of retraining and additional professional education programs. The diversity of the contingent of game participants and our positive experience of using gamification in several programs in English for Special Purposes only confirm the demand for the quiz at different stages of learning and with different content.

ANALYSIS AND DISCUSSION

In the context of increasing digitalization of education, there is a constant development and implementation of learning platforms, applications, programs that are actively used in conducting intellectual games in a foreign language. This article will discuss the principles of creating quizzes based on the «Kahoot!» (since 2017, also presented as an online application) and in the format of the Jeopardy quiz game, created in Microsoft PowerPoint based on the American TV show of the same name. Such games can be created based on various educational material, including for testing knowledge of vocabulary, grammar, linguistic and sociocultural knowledge, knowledge in subject areas, general outlook, etc.

Before considering, the principles of developing the content of quizzes, it is necessary briefly describe the features of using the above quiz formats in the educational process. «Kahoot!» platform allows you to create and conduct interactive quizzes on any topic, depending on the goals and objectives of training. In the free version, you can create quizzes using the following types of questions - questions with multiple choice of one correct answer (single select), questions with multiple choice of several correct answers (multiselect), questions with an alternative choice of a ready-made answer, providing for the presence of two

answers, only one of which may be correct (true or false). The paid package has advanced functionality, which we will not consider in this article. When creating quizzes, you can create your own questions or use ready-made quizzes compiled by other users of the platform and freely available in the resource library. You can also edit quizzes from the library, adapting them to your needs. It should be noted that, since any registered user can add quizzes, it is recommended that you carefully check the correctness of the wording of questions and answers, both in terms of content and language. The technical capabilities of the platform allow you to create questions using images, including GIF images, graphs and tables, video and audio files. You can also set the time within which the question must be answered (from 5 seconds to 4 minutes).

When answering questions in Kahoot!, students can use any device (laptop, tablet, smartphone) that must be connected to the Internet. Demonstration of questions is made on a common screen (for this purpose, a projector, interactive whiteboard, computer monitor or a screen transmitted virtually, for example, via Zoom, Microsoft Teams and other platforms, during a remote lesson) can be used. Points are awarded for each correct answer, and the faster the answer is given, the more points you can earn. You can conduct quizzes in two formats: in the classic, individual, format (Player vs Player) and in the team format, while you can play either from one device (Shared Devices) or from different devices (Personal Devices). You can also set a quiz as homework. Jeopardy quizzes are most conveniently created in Microsoft PowerPoint. This can be done manually using online tutorials (for example, https://www.ispringsolutions.com/blog/how-to-makea-jeopardy-game-in-power point) or using ready-made templates (for example, https://www.youthdownloads .com/games/jeopardy power point template/). When creating quizzes, you can use images, including animation, audio and video files. There are various ways to adapt the original Jeopardy TV game for educational use. In our classes, we play this game in the following way. When creating a game, 5 or 6 categories of questions are selected, and within each category, questions are ranked by degree of difficulty (usually from 1 to 5). Each level of difficulty corresponds to a certain amount of points (which can also be expressed in monetary terms, for example, from 100 to 500 dollars). Unlike the original American TV show, in which the tasks are formulated as statements to which the participants must answer in the form of a question (for example, the task "This 'Father of Our Country' didn't really chop down a cherry tree" suggests the answer "Who is /was George Washington?"), when creating quizzes for classes, it is better to formulate tasks as questions or as statements, followed by a question or an imperative like "Name this _____", and answers do not need to be given in the form of interrogative sentences (that is, as in Russian version of the TV show broadcast under the name "Own Game").

Unlike the original game, which involves three players, it is advisable to play in the classroom in a team format. The group of students can be divided into two or three teams, depending on the number of students. Each team comes up with a name for itself and chooses a captain, whose duties include choosing a question (in agreement with the rest of the team members) and choosing a version of the answer (if the opinions of the team members differ). Teams choose questions one by one, rather than by speed, as is the case in the TV show. In such conditions, each team has the opportunity to discuss the answer option within a given period (usually 30 seconds). If the answer is correct, the players receive the number of points corresponding to the chosen question. If the answer is wrong, the team does not lose points, as happens in the TV game. This makes the game less stressful for the participants. If one team makes a mistake, the other team/teams can try to give their answer and earn points.

It should also be noted that the quiz has one round (unlike the TV show, where there are three), due to the changed conditions of the game and time restrictions. However, if time

permits, a second round (called "Final Jeopardy!" in the original quiz) can be included in the game, in which all participants are given the same question to answer. Before the question is displayed, the teams must place bets, which will allow the teams to increase the number of points scored if the answer is correct.

The above two formats of intellectual games have great didactic potential both in terms of the variety of content and the variability of methods of implementation. Their flexibility and adaptability allows you to create many versions of games, adjusting them to a particular audience and a specific learning situation.

Therefore, the same content of the game "Kahoot!" can be complicated if necessary by quickly replacing the simplest questions with tasks that require deeper knowledge, and vice versa. Similarly, in Jeopardy, you can both add a category (a topic that the teacher considers necessary to include in the game materials), and, if necessary, replace it with another one. You can simplify a question by providing answer options or other clues, or make it more difficult by making it open-ended. As mentioned above, the content of quizzes can also be changed by adding multimedia files - images (possibly in both quizzes), as well as videos and sounds (possibly in Jeopardy), which makes the content easier to perceive and makes the game more dynamic and fun. Visualization is important for all categories of students; however, for high school students and first-year students, it has more meaning that is practical.

As for the methods of conducting, as noted above, a different number of teams or even individual players can participate in Jeopardy, depending on the size of the study group. If the group consists of only three to four students, then Jeopardy can also be held remotely, and then one individual player performs the functions of the team. However, this quiz is effective when conducted face-to-face. Some questions/tasks may imply different involvement of the participants (for example, a question may be exclusively for the leader (captain) of the team, whose answer will determine whether the whole team will receive a point). "Kahoot!", Let us recall, is easily carried out both in full-time and remote format, both in the classroom, extracurricular, as well as home and independent work. These are just a few examples showing how many games can be created with just two skins quizzes.

CONCLUSION

Summarizing the above principles for compiling questions for quizzes, we emphasize once again that the choice of quiz content depends on the program, goals and objectives of the event, as well as the students themselves - their level of English proficiency, motivation, needs. So, if we are talking about a game that completes a cycle of classes on a specific topic, it is rational to include key information from all sections in the questions. In the case of quizzes, in a playful way testing knowledge of the material of one or two lessons, the questions will be more detailed. If the quiz is held as part of a scientific and practical conference, then the content of the game will include data that goes beyond the material studied in the classroom. This is due to the fact that the purpose of such quizzes is precisely the research activity of students, expanding their knowledge on the topic or on the discipline as a whole. During the preparation and the game itself, students not only demonstrate their own knowledge, research skills and general erudition, but also see the prospect of further research in a given area.

The complexity and severity of quiz content can also vary significantly. In particular, quizzes within English for academic purposes, for example, in preparation for the TOEFL test, may contain elements of questions of the format of this test, which sometimes reduces the entertainment component of the game, bringing to the fore the educational and competitive.

Quizzes for students of the Master's program in English for professional communication also involve an appeal to deeper non-linguistic knowledge and experience of participants. It is advisable to establish an even greater connection of quiz questions with professional knowledge and experience in work with students of professional retraining programs or professional development programs, such as the Presidential Management Training Program. On the other hand, quizzes for schoolchildren attending career guidance events such as the Open House or Summer School are designed to interest and engage the participants, and the content of the games will be much less serious.

REFERENCE

1. Akhmedova, M. (2022). Formation of creative self-expression in students of non-philological higher education institutions.

2. Alderson J., Clapham C., Wall D. Language Test Construction and Evaluation [Текст] Cambridge: Cambridge University Press, 1995. – 324 p.

3. Cohen A.S., Wollack J.A. Handbook on Test Development: Helpful Tips for Creating Reliable & Valid Classroom Tests [Электронныйресурс] – 2003. – URL: https://testing.wisc.edu/Handbook%20on%20Test%20 Construction.pdf (Датаобращения 28.01.2022)

4. Dichev C., Dicheva D. Gamifying education: what is known, what is believed and what remains uncertain: a critical review [Электронныйресурс] // International Journal of Educational Technology in Higher Education – 2017. – № 14(9). – URL: https://www.researchgate.net/publication/313872357_

5. Henning G. Twenty Common Testing Mistakes for EFL Teachers to Avoid [Электронныйресурс] // English Teaching Forum, 2012. – № 3. – URL: https://americanenglish.state.gov/files/ae/resource_files /50_3_8_henning.pdf (Датаобращения 28.01.2022)

6. Xi-Wei Y. The game plan: Using gamification strategies to engage learners as active players [Электронныйресурс] // Journal of Applied Learning & Teaching. – 2019. – Vol.2 №2. – URL: https://www.semanticscholar.org/paper/The-gameplan%3A-Using-gamification-strategies-to-asYeo/0bf3442e59bcf27d8f274e1b548da33998488706

7. https://cyberleninka.ru/article/n/intellektualnaya-igra-naangliyskom-yazyke-kak-sposob-formirovaniyasotsiokulturnoy-i-yazykovoy-kompetentsii-starshihshkolnikov/viewer