GAMIFICATION IN THE EDUCATIONAL PROCESS OF TRAINING JOURNALISTS

Suleymanova Dilyara Rishatovna,
Senior Lecturer at the University of Journalism and
Mass Communications of Uzbekistan
Republic of Uzbekistan, Tashkent

Abstract

This article examines modern approaches to teaching journalism through the use of gamification. It analyzes the main types of gamification, their application in the educational process, as well as the advantages and challenges associated with their implementation. Special attention is given to the practical application of gamification and simulation in training journalists

Keywords: technology, gamification, types of gamification, educational process, simulation, journalism.

Introduction

The contemporary media environment demands professionals who possess not only deep theoretical knowledge but also well-developed practical skills. Traditional teaching methods often prove insufficient for preparing journalists capable of quickly adapting to changes in the media landscape. In this context, gamification represents a promising tool for enhancing the educational process and developing key professional competencies.

Gamification encompasses various methods and techniques that use game elements to achieve educational goals. To better understand gamification, we must define pedagogical technology, understood as "a system of interconnected techniques, forms, and methods of organizing the educational process, unified by a conceptual foundation, goals, and educational objectives, creating a predetermined set of conditions for the education, upbringing, and development of students" [1, 128]. Therefore, we also need to consider the characteristics inherent to games as a process.

Researcher S.A. Shmakov identifies the following characteristics inherent to most games:

–   Free developmental activity, undertaken by an individual for the pleasure of the activity itself, not just for the result ("procedural pleasure");

–   A creative, largely improvisational, active nature of this activity ("field of creativity");

–   Emotional upliftment of the activity, competition, rivalry, and competition ("emotional tension");

–   The presence of direct or indirect rules reflecting the content of the game, its logical and temporal sequence [2, 9].

In the modern educational process, the use of gamification is essential, as the current youth, in the era of digital and gaming technologies, better assimilates material in this way. We decided to refer to the classification of gamification. The classification of gamification has been developed by E.I.

Dobrinskaya, M.G. Ermolaeva, R. Caillois, P.I. Pidkasisty, G.K. Selevko, E.V. Sokolov, Z.S. Haidarov, among others. In the context of this scientific article, we will consider only some studies.

Thus, G.K. Selevko classification of games includes the following groups:

1. By the nature of the psychological process: educational, training, controlling, summarizing; cognitive, educational, developmental; reproductive, productive, creative; communicative, diagnostic, career-oriented, psychotechnical.

2. By game methodology: object-based, plot-based, role-playing, business, simulation, and dramatization games.

3. By the game environment: without objects/with objects; board, room, outdoor, field; computer, television, audiovisual; technical, with means of transportation.

4. By duration: short games, game shells, long-term developmental games [3].

Researcher M.G. Ermolaeva, in her classification, bases on the type of human activity and divides games into three groups:

1. Physical games or body games: motor (sports, active, motor) and ecstatic (from Greek - ecstasy, delight; modern dance improvisations, various body movements).

2. Intellectual, mind games (manipulative games, travel games, psychotechnical, object or didactic games, constructive, computer).

3. Social Games, Soul Games (Plot-Role, Business-Organizational, Simulation, Organizational-Communicative; Complex Games - Collective-Creative Activities, Leisure Activities) [4].

Based on the studied classifications in the context of journalism education, the following main types of gaming technologies are identified:

1. Gamification - the integration of gaming mechanics into non-game processes to enhance student motivation and engagement (introduction of point systems, ratings, rewards for completing tasks, and participation in educational events).

2. Role-playing games - modeling real-life situations in which students take on the roles of correspondents, editors, proofreaders, cameramen, and other participants in media processes. They are associated with social games (soul games) (modeling games simulating editorial work, press conferences, interviews, investigations).

3. Educational games - specially designed games aimed at developing specific skills and knowledge in journalism. They may also be associated with intellectual games (mind games) (application of games developed for studying media processes, such as newsroom simulators or fact-checking games).

The use of gaming technologies in the educational process of journalism education has several advantages:

1. Increased student motivation and engagement. Gaming elements in lessons make the learning process more interesting and engaging, fostering a sustained interest in the subject.

2. Development of practical skills. Through participation in role-playing games and simulations, students have the opportunity to apply theoretical knowledge in practice, developing professional competencies in real or simulated conditions.

3. Formation of critical thinking. Gaming technologies contribute to the development of analytical abilities, the ability to critically evaluate information, and make reasoned decisions.

4. Improvement of teamwork. Joint participation in gaming projects fosters the development of communication and collaboration skills necessary for working in journalistic teams.

Gaming technologies are an effective tool for improving the quality of journalism education. They contribute to the development of key professional skills, increased motivation, and engagement of students. However, for the successful implementation of gaming technologies, it is necessary to consider technical, organizational, and methodological aspects, as well as to maintain a balance between gaming and traditional teaching methods.

References:

1.   Дыбина О.В. Игровые технологии ознакомления дошкольников с предметным миром. Практико-ориентированная монография – М.: Педагогическое общество России, 2008.

2.   Нечаев М. П. Игровые технологии в работе классного руководителя: метод. рекомендации / М. П. Нечаев, Г. А. Романова. – АСОУ, 2013.

3.   Селевко Г.К. Современные образовательные технологии: Учебное пособие. – М.: Народное образование, 1998.

4.   Ермолаева М.Г. Игра в образовательном процессе: Методическое пособие/ М.Г. Ермолаева. – 2-е изд., доп. – СПб.: СПб АППО, 2005.