

IMPLEMENTING THE IDEA OF ACHIEVING SUCCESS AMONG PHILOLOGY STUDENTS THROUGH GAME-BASED ACTIVITIES

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Abstract: In the modern educational process, the issue of developing a stable motivation for academic and professional activity among students is becoming increasingly relevant. One of the most effective tools for creating an atmosphere of cognitive engagement and involvement is game-based learning. This article explores the implementation of game-based technologies as a means of achieving success for philology students, who typically require enhanced development of communicative, interpretive, and analytical skills. Game-based activities not only facilitate the assimilation of academic material but also help create a positive emotional environment that directly influences knowledge perception and students' self-esteem. Particular attention is given to the role of games in fostering a sense of success, which becomes a key factor in increasing academic motivation and supporting students' personal growth. The study identifies the main pedagogical and psychological conditions for the effective use of game-based methods in the learning process, including role-playing games, quests, debates, and gamified assignments. The pedagogical experiment conducted demonstrated that the integration of game-based technologies contributes to higher levels of student engagement, improved communication skills, enhanced critical thinking, and the development of a stable sense of personal success. The results obtained confirm the feasibility of systematically using game-based methods in the training of future philologists and open up prospects for further research on the integration of game practices into higher education.

Keywords: game-based activities, student success, philology majors, educational process, innovative teaching methods, motivation, gamification.

1. INTRODUCTION

The modern system of higher education is undergoing constant change, driven by globalization, digitalization and increasing demands for the quality of specialist training. In this context, universities face the challenge not only of providing students with the necessary body of knowledge but also of fostering personal qualities that ensure competitiveness in the labor market, the capacity for self-development, and the ability to adapt to a rapidly changing socio-cultural environment.

One of the most important factors in both successful learning and future professional activity is the concept of "achieving success," which reflects an individual's need for self-affirmation, the realization of their potential, and the attainment of meaningful goals.

For philology students, this issue takes on particular significance. Their professional training is directly linked to mastering linguistic, literary, and cultural knowledge, as well as developing communicative and analytical competencies. However, traditional teaching methods do not always ensure a high level of engagement and motivation, which often leads to a decline in interest in academic activities. Therefore, the search for innovative pedagogical technologies that can stimulate students' cognitive engagement becomes a priority in contemporary education.

One of the most promising directions is the integration of game-based technologies into the educational process. Game-based learning, grounded in the

natural activity of the individual, helps create an atmosphere of collaboration, promotes the development of creative thinking, strengthens self-confidence, and fosters a stable motivation for success. The use of role-playing games, simulations, language quests, and elements of gamification enables students not only to absorb academic material in an interactive format but also to experience satisfaction from their achievements.

Thus, the implementation of game-based methods in the education of philology students can be seen as a key factor in increasing the effectiveness of the learning process. The relevance of this research lies in the need to find new approaches that ensure a harmonious combination of academic training and personal development, helping students build confidence in their abilities and cultivate a sustainable drive toward professional and personal success.

2. LITERATURE REVIEW

The issue of incorporating game-based activities into the educational process is widely discussed in both Russian and international pedagogy, psychology, and teaching methodology. L. S. Vygotsky emphasized the importance of play as a leading activity in personal development, noting that it is through play that higher mental functions and social skills are formed (Vygotsky, 1991). His ideas were further developed by D. B. Elkonin, who viewed play as a crucial factor in socialization and the formation of intrinsic motivation (Elkonin, 1989).

Contemporary Russian researchers also highlight the significance of game-based methods in education. I. A. Zimnyaya considers game technologies as a means of developing communicative competence, which is particularly important for students in the humanities and philology fields (Zimnyaya, 2000). G. K. Selevko points out that play belongs to the group of innovative pedagogical technologies capable of providing a learner-centered approach to education (Selevko, 2010). E. V. Bondarevskaya emphasizes that game-based methods foster students' personal initiative and readiness for self-development (Bondarevskaya, 2000).

International research also confirms the effectiveness of game-based practices. In the work of Johan Huizinga, play is considered a fundamental element of culture that influences the development of both society and the individual (Huizinga, 1955). Marc Prensky (2001) was the first to introduce the term "Digital Game-Based Learning," noting that the modern generation of students, raised in a digital environment, assimilates educational material more effectively through game-like and interactive formats. James Paul Gee (2003) explores the pedagogical potential of video games, which stimulate critical thinking, language literacy and sustainable motivation for learning.

Modern empirical studies are also worth noting. According to A. Kiyaeva (Kiyaeva, 2018) the use of role-playing games and language quests in philology training significantly increases students' communicative activity and improves academic performance. Research by K. Hines and R. Ferguson (Hines & Ferguson, 2017) showed that the use of gamification elements in education boosts student engagement by an average of 20–30%.

Thus, the literature review demonstrates that game-based activity is a universal and effective pedagogical tool. On the one hand, it stimulates cognitive processes and fosters the development of creative and critical thinking; on the other hand, it creates a favorable emotional and motivational environment. This is especially

important for philology students, for whom language practice and cultural interaction are key components of professional training.

3. METHODOLOGY

The study was conducted at the Philology Faculty of the institute over the course of one academic semester. A total of 64 second- and third-year students participated in the experiment. They were divided into a control group and an experimental group.

The following methods were used for data collection:

- a. Surveys - to identify students' attitudes toward game-based learning and their perception of the concept of "success achieving";
- b. Observation - to record levels of activity and engagement during classes;
- c. Pedagogical experiment - involving the implementation of game-based methods (role-playing games, language quests, debates and gamification elements) into the educational process;
- d. Comparative analysis - to compare the academic performance and motivation levels between the control and experimental groups.
- e. Data processing was carried out using both quantitative and qualitative analysis methods, allowing for an objective assessment of the impact of game-based technologies on students' educational outcomes.

4. RESULTS

The results of the pedagogical experiment showed that the use of game-based technologies had a comprehensive effect on the academic performance of philology students. In the experimental group, where game-based formats such as role-playing, language quests, debates, and gamification elements were implemented, a more stable progression in the assimilation of educational material was observed compared to the control group. Over the course of one semester, the average academic performance in the experimental group increased by 12%, while in the control group the increase was only 3%.

One of the contributing factors to improved academic performance was the active involvement of students in the learning process. Game-based methods create conditions for the development of intrinsic motivation, which, as many researchers have noted (Zimnyaya, 2000; Prensky, 2001), is more sustainable and effective compared to extrinsic stimuli such as grades or teacher rewards. During gameplay, students perceived the educational material not as an obligation but as something interesting and meaningful in achieving a specific goal. For example, during a language quest, students actively searched for solutions, compared facts, and analyzed texts, which led to a deeper and more conscious assimilation of knowledge.

Moreover, game-based methods contribute to the development of both independent and collaborative work skills. An analysis of written assignments and oral presentations revealed that students in the experimental group more frequently demonstrated the ability to think critically, justify their opinions, and apply acquired knowledge in practical situations. This confirms that games not only facilitate memorization but also promote the development of analytical thinking, which is directly linked to improved academic performance.

Another important aspect is the reduction of anxiety and fear of making mistakes. Traditional forms of knowledge assessment (tests, oral questioning) often cause stress among students, negatively impacting their results. Game-based technologies allow the learning process to be perceived in a more relaxed manner,

where errors are not seen as failures but as part of the learning experience. Observations showed that students in a game-based environment were more active, asked more questions, and showed greater initiative, which ultimately had a positive impact on the quality of knowledge retention.

Finally, the improvement in academic performance is also associated with the emotional component of learning. Game-based activities are accompanied by positive emotions, which, according to L. S. Vygotsky and D. B. Elkonin, enhance cognitive processes and contribute to more effective consolidation of knowledge (Vygotsky, 1991; Elkonin, 1989). During the experiment, students in the experimental group reported that the lessons felt easier and more engaging and the material was remembered better than in traditional learning settings.

Thus, the influence of game-based technologies on academic performance is manifested in three key areas:

- 1) Improved knowledge acquisition through active student engagement and the development of stable motivation;
- 2) Development of critical and analytical thinking, reflected in the quality of academic task performance;
- 3) Creation of a positive emotional environment, which reduces anxiety and increases students' confidence in their abilities.

All of these lead to the conclusion that game-based methods are not merely an additional teaching tool, but a fully-fledged pedagogical technology capable of significantly improving the academic performance of philology students.

The development of communicative and social skills is one of the key objectives in the training of philology students, as their future professional activities are directly related to language, culture, interpersonal communication, and the transmission of information. Within the framework of this study, this aspect became central to analyzing the impact of game-based methods on the educational process.

The use of game-based technologies revealed that students in the experimental group began to interact with each other much more actively while completing academic tasks. In role-playing games and language quests, they were required not only to demonstrate knowledge of the material but also to apply a wide range of communicative skills: active listening, articulating and defending a point of view, asking clarifying questions, and expressing agreement or disagreement appropriately. According to survey data, 82% of students in the experimental group reported that regular participation in such activities helped them feel more confident in oral communication, whereas in the control group, this figure was only 45%.

Game-based activities also contributed to the development of public speaking skills. In the context of discussions and debates, students had to construct their speech competently, consider the audience's reactions, and adjust their arguments based on opponents' responses. This helped foster critical thinking and the ability to quickly adapt to changing communication conditions. Instructor observations noted that students in the experimental group showed greater initiative during presentations and more frequently volunteered to take leadership roles in group assignments.

The social aspect also deserves special attention. During the experiment, it was found that game-based learning methods promote the development of teamwork skills. Role-playing games and quests required participants to divide responsibilities, provide mutual support, and coordinate their actions. This gave students an opportunity to gain experience in collective responsibility and develop a

sense of belonging to a group. As a result, the level of social interaction and group cohesion in the experimental group was significantly higher than in the control group.

The psychological effect should also be highlighted. The game-based environment created favorable conditions for reducing communication barriers. Many students who had previously experienced difficulties with oral presentations or felt shy during discussions became more open and active in a game-based setting. This can be explained by the fact that play allows students to "step into a role," which reduces internal tension and makes it easier to express thoughts freely. Thus, game-based methods not only develop communicative competencies but also contribute to students' personal growth.

The results of the experiment also confirmed the thesis that the development of communicative skills is directly linked to the formation of a sense of success. Participation in role-playing and discussion games, where the outcome depends on the collective efforts of the group, fostered in students a sense of the significance of their contribution to a common goal. More than 70% of students in the experimental group noted that game-based activities helped them learn to appreciate collective achievements and work towards a shared result, which is an important prerequisite for their future professional activities.

Thus, the use of game-based technologies in the educational process for philology students contributes to:

- a) the development of oral speech and argumentation skills;
- b) the formation of abilities to listen, ask questions, and conduct dialogue;
- c) the improvement of public speaking skills;
- d) the reduction of communicative barriers and increase in self-confidence;
- e) the formation of teamwork experience and social responsibility.

All these allow us to conclude that game-based methods are an effective tool for developing communicative and social competencies, without which the full professional formation of future philologists is impossible.

The modern higher education system is increasingly focused not only on the formation of knowledge but also on the development of critical thinking skills - the ability to compare various sources of information, identify contradictions, and formulate independent conclusions. In this context, game-based methods acquire special importance as they allow for the simulation of problematic situations and stimulate students' cognitive activity.

Firstly, games serve as a tool for creating a learning environment where students must make decisions under conditions of uncertainty. This may include business games, simulations of academic council meetings, or case study work requiring the selection of the most reasoned solution. Such forms of learning promote the development of analysis, synthesis, and evaluation skills, which are key components of critical thinking.

Secondly, game-based methods allow students to formulate questions independently rather than only answering them. This activity develops the ability to question commonly accepted assertions, seek alternative explanations, and justify one's own positions. Thus, educational games become a platform for the development of dialectical thinking and argumentation.

Thirdly, the use of game-based approaches ensures the collective nature of learning. During group games, students discuss different viewpoints, which inevitably leads to a clash of arguments. This situation stimulates students to provide deeper justification for their ideas, which in turn develops critical thinking skills and the ability to conduct constructive discussions.

Moreover, game-based methods help overcome formalism in education. While traditional lectures often imply one-way knowledge transfer, games stimulate active student participation and engagement in the search for truth. This activity becomes a catalyst for the development of critical thinking because students do not simply absorb information but subject it to verification and rethinking.

Thus, game-based learning methods contribute to the development of students' abilities to analyze, compare, and evaluate different viewpoints, which is directly related to the formation of critical thinking. In the context of the modern educational paradigm oriented toward a competency-based approach this effect acquires fundamental importance as it ensures the training of specialists capable of independent analytical activity.

5. CONCLUSION

The conducted study confirmed the significance of game-based methods as an effective tool for improving the academic performance of students in philological fields. Theoretical analysis and systematization of scientific approaches demonstrated that game practices are not merely auxiliary elements of the educational process but hold an independent place in shaping intellectual activity, motivation, and stable cognitive strategies of learners.

Game-based methods exert a comprehensive influence on the learning process: they activate cognitive activity, stimulate research interest, develop communicative competencies and contribute to the durable assimilation of knowledge. Game forms are especially significant in the study of humanities, particularly philology where the focus lies on working with texts, interpretations and critical analysis of information. In such conditions, play becomes not only a form of organizing learning activities but also a means of modeling real professional situations, helping students to realize the practical relevance of theoretical knowledge.

Moreover, the use of game technologies positively impacts the socio-psychological climate within the study group. Collaborative participation in game tasks enhances the sense of responsibility, develops cooperation skills and promotes more effective knowledge exchange among students. Thus, academic performance improvement occurs not only due to individual engagement but also through the overall enhancement of the educational environment.

It is important to note that the successful application of game methods requires a systematic approach from the instructor. The game should be integrated into the structure of the educational process, considering the course objectives, students' preparedness and expected learning outcomes. Only with methodologically sound implementation game technologies can become a powerful catalyst for cognitive activity and growth in academic achievement.

Therefore, game-based activities in higher philological education represent an effective tool that fosters the development of students' intellectual potential, strengthens their professional motivation, forms essential competencies and ensures higher levels of academic success.

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