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COMPARISON METHODS OF "DIGITAL STORYTELLING" AND "GAME BASED LEARNING" IN HIGHER EDUCATION

Abstract

In the field of education of the 21st century, there have been big changes around the world. The use of innovative technologies in education is intensively implemented. The reason for this is the use of advanced cameras, personal computers, and other easy-to-use computer programs that have become available to teachers. The impact of modern innovations in educational institutions has shown positive results, as they form in students such abilities as critical thinking, aspiration to leadership, competitiveness and the ability to work with advanced innovations in education. Specialists have established that when combining such innovations, the activity of participation, achievements and motivation of the student increases. Game-based learning is combined with educational innovations and innovations in the field of data. Of the ongoing e-learning, more attention is paid to game-based learning. In game training, the content of the course is embodied in entertainment in order to provide a situational learning environment, repeated independent learning and constant interaction and data input, which increase interest and motivation for learning. In addition, learning through games helps to successfully achieve learning goals.

Keywords: digital resources, games, reading, stories, modern learning, electronic learning

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ЖОҒАРЫ БІЛІМДЕ "ОЙЫН ТЕХНОЛОГИЯСЫ" ЖӘНЕ "ЦИФРЛЫҚ ӘҢГІМЕЛЕУ" ӘДІСТЕРІН САЛЫСТЫРУ

Аңдатпа

XXI ғасырда білім беру саласы әлем бойынша үлкен өзгерістерге ұшырады. Инновациялық технологияларды оқытуда қолдану қарқынды түрде іске асты. Себебі жетілдірілген камералар, жеке компьютерлер, сканерлер және қолдануға оңай компьютерлік бағдарламалар, озық

әлеммен бәсекелес болу үшін, мұғалімдерге қол жетімді болды. Заманауи инновацияларды білім беруде қолданудың әсері оң нәтиже көрсетті, өйткені олар білім алушылардың сыни ойлау, көшбасшылыққа ұмтылу, бәсекеге қабілетті болу және оқудағы озық инновациялармен жұмыс істеу мүмкіндігі сияқты қабілеттерін қалыптастырады. Сарапшылар мұндай инновацияларды біріктіру арқылы студенттің сабаққа қатысу белсенділігі, жетістіктері мен ынтасы артатынын анықтады. Ойын негізіндегі оқыту инструктивтік және деректер инновациясымен үйлеседі. Жүргізіліп жатқан электронды оқытудан ойын негізіндегі оқытуға көбірек көңіл бөлінуде. Ойынға негізделген оқытуда курстың мазмұны оқудың жағдаяттық ортасын қамтамасыз ету үшін ойын-сауыққа бейнеленеді, қайталанған өзін-өзі оқыту және үздіксіз өзара әрекеттесу және енгізу оқуға деген қызығушылық пен шабытты арттырады. Сонымен қатар ойын арқылы оқыту оқу мақсатына сәтті жетуге көмек береді.

Түйін сөздер: сандық ресурстар, ойын, оқу, әңгімелеу, заманауи оқыту, электронды оқыту

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СРАВНЕНИЕ МЕТОДОВ "ИГРОВОЙ ТЕХНОЛОГИИ" И "ЦИФРОВОГО ПОВЕСТВОВАНИЯ" В ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация

В сфере образования 21 века произошли большие изменения по всему миру. Интенсивно внедряется использование инновационных технологий в образовании. Причиной этому является использование передовых камер, персональных компьютеров, и других простых в использовании компьютерных программ стали доступны учителям. Воздействие современных инноваций в образовательных учреждениях показало положительные результаты, так как они формируют у учащихся такие способности, как критическое мышление, стремление к лидерству, конкурентоспособность и умение работать с передовыми инновациями в образовании. Специалисты установили, что при объединении таких нововведений повышается активность участия, достижения и мотивация учащегося. Обучение на основе игр сочетается с учебными инновациями и инновациями в области данных. Из продолжающегося электронного обучения больше внимания уделяется обучению на основе игр. В игровом обучении содержание курса воплощено в развлечениях, чтобы обеспечить ситуативную среду обучения, повторное самостоятельное обучение и постоянное взаимодействие и ввод данных, повышающих интерес и мотивацию к обучению. Кроме того, обучение через игры помогает успешно достичь цели обучения.

Ключевые слова: цифровые ресурсы, игра, чтение, рассказ, современное обучение, электронное обучение

Introduction. The modernization of education in modern society cannot be imagined without the use of information and communication technologies. They are one of the most important tools for ensuring the accessibility of education, a tool that determines the effectiveness of all processes of educational activity. However, only the use of information and communication technologies is not a guarantee of high-quality language education [1]. Non-systemic introduction of electronic technologies is ineffective. Therefore, it is necessary to understand what the digital learning strategy is and how justified its application is. Among the researchers of this topic, various interpretations of the term in Russian are used, such as "digital storytelling", "digital storytelling", "digital storytelling" and "digital storytelling". The most common and literary term is such an interpretation as "digital storytelling" [2]. Despite the growing popularity of the digital story, there is still no single approach to the definition of this concept and the uniformity of the terminology used in the domestic methodology of teaching foreign languages. A.V. Loginova, in an article devoted to the use of ICT in teaching foreign language

communication to university students, writes that when describing digital storytelling, there are such terms as "interactive storytelling", "digital documentaries", "digital essays", "electronic memories", "computer stories" [3]. There are many definitions of "digital storytelling", but in general they all revolve around the idea of combining the art of storytelling with various digital media such as images, audio and video [4]. Digital storytelling technologies are applicable, accessible and useful to a wide audience, and especially when teaching foreign languages. Some people need a digital story to evoke the emotions of the listener, others to capture the attention of a new client, and still others need it to facilitate communication [5].

With a large number of listeners. In particular, digital storytelling is actively spreading within educational activities. Digital storytelling is a technology add-on that provides every opportunity to engage user-generated content and help teachers overcome some of the barriers to productive use of technology in their classrooms [6]. At its core, digital storytelling allows computer users to become storytellers through the traditional processes of choosing a topic, doing some research, creating a script, and developing an interesting storyline [7]. This material is combined with various types of media, including computer graphics, recorded audio, computer-generated text, video clips, and music, and can then be played on a computer, uploaded to a website, or burned to DVD. The game is useful if it is as close as possible to real life situations. Therefore, it must be integrated into the educational process. Game technologies are used independently and as an element of a more general, traditional teaching methodology. They help children to master the topics of academic disciplines more easily, and it is easier for a teacher or extracurricular work teacher to control and direct the process [8].

Research methodology. The technology of game (explaination) must include next requirements such as: clearness in presentation; students should feel yourself free due to emotional expression and enough volume which not restrict with the number of players; The explanation should be understandable as possible. According type of game participant could be neither teacher or students. For instance: teacher give to the team exercises and each leader should explain this task to other member of team. Essential moment it is time, students play game in one flow without pause and try to stay in good condition (mood, smile). The duration of game depen on auditory's interest. If students exhausted, the tasks should be replace to another or estimate. The technology gamification give to children possibility to achieve to goal without fear and pressure. In this situation teacher play important role as instructor. During all of this process teacher should be competent which show his ability to choose sufficient number of players and give disruptive instruction of the game. The main mean of this technology is children feeling that they can easily share idea with others and show student's potential in maximum level.

Results and discussion. In organizing and conducting the game, the method of explaining the game is important. You should not start the game with its name or retelling of the content, because it reduces interest in it. It is advisable to start the explanation of the game with an introduction, which should be related to the topic of the lesson or the game situation. The best option is an explanation during the game and the organization of its participants. Between them difference composes 8%, DS is 83% and GBL is 91% (Table 1), (Figure 1).

Table 1 - To compare the experimental and control group`s quality

№	Group	Specialty	Students	9-10	8-7	6-5	4-1	Quality	Progress
1.	Control group	«5B060700 – Biology»	12	3	5	4	-	66%	100%
2.	Experimental group	«5B060700 – Biology»	12	3	7	2	-	83%	100%

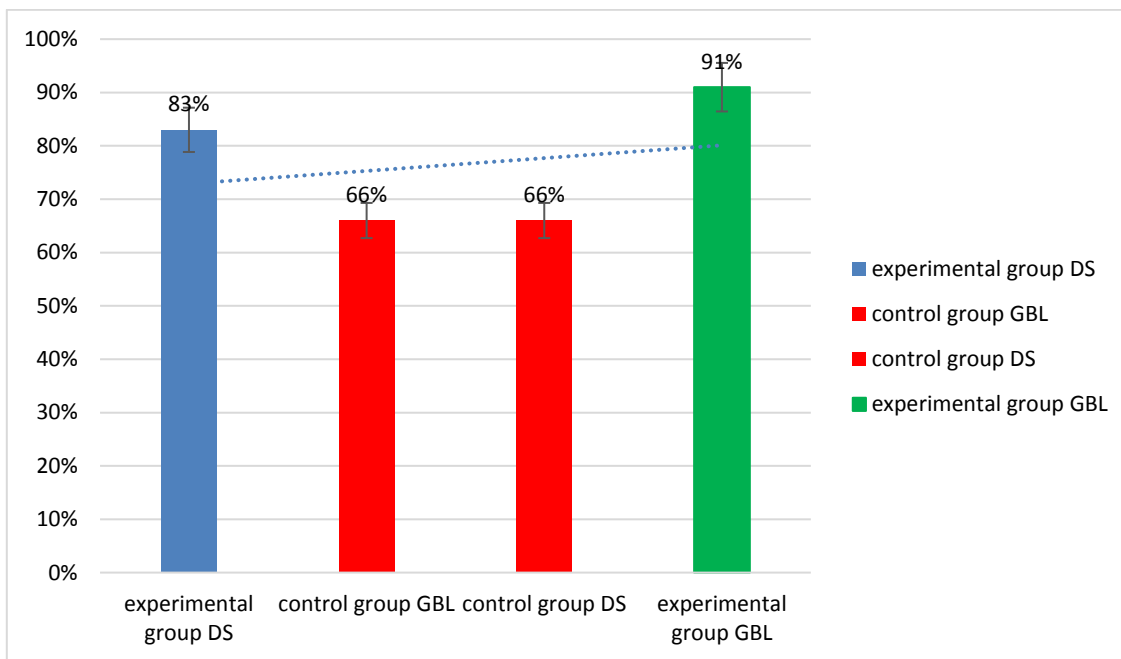| 3. | Control group | «5B060700 – Biology» | 12 | 3 | 5 | 4 | - | 66% | 100% |
| 4. | Experimental group | «5B060700 – Biology» | 12 | 4 | 7 | 1 | - | 91% | 100% |

Figure 1. To compare the experimental and control group`s quality

First of all, practical education focuses on imparting basic theoretical knowledge with little attention on applied knowledge. The lack of knowledge and skills applied at a practical level in the future often leads to significant problems for students in social life, especially in social development; future social roles are not seen as their own, the use of game technology in the educational process helps prepare them for the most important social roles that students can "try on" in the classroom. In addition, game technology compares favorably with other teaching methods in that it allows students to personally participate in the operation of the phenomenon being studied and allows them to live for a certain period of time. "real" living conditions. Fun games and tasks allow students to develop valuable qualities in a fun way: attention, self-control, observation, vigilance, perseverance. However, before introducing game technology into the educational process, it is necessary to determine: what educational materials are suitable for learning to use game technology; which component should it be used for; how to link play with other modes of education and training; how to find the time in the program to execute it; Which game technology should be chosen for a particular topic being studied. Focus a game participant's attention on performing in-game actions and trying to win, not on the content of the material. There should be no monotony in classroom games. Games must constantly enrich knowledge, be a means of comprehensive development of students' abilities, practice and develop general and professional skills, and evoke positive emotions. The teacher's own place in the game is also important, not only as an organizer but also as a participant. In the group, the teacher is the highest authority, the judge of conflicts that arise and is always a normal active participant in the games. When preparing for the game, it is logically correct to prepare teaching materials taking into account the characteristics of the group, thinking about the situations in the game. and dynamic sights and sounds.

Conclusion. Summing up our research project, I have come to the conclusion that game technology and digital storytelling are great educational tactics that know how to engage not only students but

students as well. If every teacher uses one of these methods then I think they will achieve results they can't imagine, every student has a talent, to show those talents, teachers need to have special approaches, with which certain potentials can be revealed. Thanks to new media and digital technology, people can view storytelling from different and unique angles. Many use additional non-traditional narrative forms such as non-linear and interactive storytelling. Simply put, digital stories are multimedia presentations that combine multiple elements of communication into a narrative structure. Media can include any combination of the following: text, images, video, audio, social media elements (such as tweets) or interactive elements (such as text thing).

Game technology and digital storytelling are inspiring educational tactics that know not only how to engage students, but students as well. If every teacher uses one of these methods then I think they will achieve results they can't imagine, every student has a talent, to show those talents, teachers need to have special approaches, with which certain potentials can be revealed.

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