GAME-BASED AND PROJECT-BASED METHODS AS MODERN TOOLS FOR STUDENT MOTIVATION

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Abstract

The article presents game-based and project-based teaching methods as modern tools for fostering student motivation. It examines the use of gamification, role-playing, web quests, and project activities as effective approaches to developing learners' cognitive engagement, critical thinking, and communication skills.

Keywords: motivation, game-based methods, project-based learning, gamification, educational process.

Modern education requires not only the transmission of knowledge but also the development of students' sustainable learning motivation, readiness for self-education, and ability to independently search for information. However, traditional lesson formats do not always ensure a sufficient level of engagement. Under these conditions, the importance and role of active learning methods - such as game-based and project-based approaches - are increasing. These methods help connect educational material with students' personal experiences, stimulate initiative, and create opportunities for collaboration.

When planning and conducting a Russian language lesson, it is essential to rely on a productive learning culture: education should be safe, open, provide equal opportunities for learners, and actively utilize diverse forms of communication [2, p.53].

Technologies are difficult to implement in the process of teaching Russian language and literature, since pedagogical activity represents a fusion of norms and creativity, science and art. It is not a manufacturing process of producing a "reading book" according to a fixed technological pattern. Teaching technologies involve many programmed strategies that engage students' intellectual and creative abilities, as well as their independent activity [3, p.1]. Let us consider them in detail.

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1. Game-Based Teaching Methods

Game technologies include:

➢   Gamification (points, ratings, virtual rewards);

➢   Role-playing games (simulation of real-life situations such as "trial of a literary character", "press conference");

➢   Web quests and quizzes (a series of tasks united by a common goal).

Play reduces anxiety, activates attention, and forms a positive attitude toward learning.

2. Project-Based Methods

Project-based learning develops students' research and creative skills. The following types of projects are distinguished:

➢   Research projects, aimed at in-depth study of the material, development of analytical skills, and critical thinking. For example, students may be asked to analyze A. P. Chekhov's short stories ("On the Cart", "A Case from Practice", etc.) to identify artistic details and subtext, or to make a comparative analysis of how the theme of the "little man" is revealed in the works of Gogol and Chekhov.

Would you like me to continue translating the next part of the text (about creative or social projects, conclusions, etc.) in the same academic English style?

➢   Creative projects stimulate imagination and allow students to reveal their personal potential - for example, by staging a literary work (a mini-performance, dramatized reading), creating an illustrated collection of poems by a favorite poet, preparing a video clip, comic, or podcast based on specific learning material, or designing a poster advertising one of the "rules of the Russian language."

Unlike research projects, creative projects are not limited by strict analytical frameworks but open up space for self-expression. For instance, in literature classes, students may stage Chekhov's short story "The Lady with the Dog," illustrate Pushkin's poem "Winter Evening," or produce a short video inspired by a literary work they have read. In Russian language classes, they might design an "advertising poster" explaining a grammatical rule or create a comic strip in which the characters debate spelling norms.

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Such independent projects foster the development of artistic thinking, communication skills, and emotional engagement in the learning dialogue. Students begin to perceive the subject not merely as a set of rules and texts but as a living space for creativity. Project work thus contributes to the formation of communicative competence and skills of independent activity.

3. Combining Game-Based and Project-Based Methods

The combination of game and project methods allows educators to simultaneously spark emotional interest and reinforce knowledge through practical activity. Students not only engage in an exciting process but also create a product that holds value for both themselves and the learning community.

One of the most effective techniques in this regard is the educational quest. A quest is a game that involves participants' intellect, imagination, and physical abilities simultaneously. The central element is activity - personal, intellectual, and team-based-aimed at cooperation among learners.

Importantly, students complete tasks that are connected by a common storyline; each task provides a "key" to the next stage, and the final goal is to solve an overarching problem (for example, identifying the main motifs in a studied literary work or creating a collective project).

This approach combines game elements with project-based work, thereby stimulating the development of creative thinking [5, p. 84].

3. Combination of Game-Based and Project-Based Methods

The combined use of game and project approaches yields the following outcomes: it increases learners' motivation-game elements foster engagement, while project tasks make the learning process more autonomous and problem-oriented. This integration develops both critical and creative thinking.

The search for and adoption of original solutions enable students to justify their viewpoints, contributing to the growth of analytical skills. It also nurtures teamwork and responsibility, as such learning formats encourage cooperation, partnership, and collective accountability for the outcome. This approach gives education a personality-oriented character, allowing each learner to express themselves - whether through research, creative projects, or artistic presentation -thus creating a situation of success and helping reveal individual potential [5, p. 76].

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Importantly, game-based and project-based methods can be directly implemented in the learning process of any educational institution (schools, colleges, or universities), as they activate cognitive engagement and make learning more motivating.

For example, when studying the works of A. P. Chekhov, students can prepare a mini-performance based on the story "The Chameleon." The roles are distributed among the participants: some are responsible for the script, others for the visual design, and others for acting on stage.

Preparatory Stage
The class is divided into groups: actors (Ochumelov, Khryukin, the crowd), directors, and decorators. The teacher assists in role distribution and discusses the characteristics of each character.

Working with the Text
Students carefully read the story, identifying the key dialogues and scenes to be performed. They discuss how intonation, facial expressions, and gestures can be used to portray Ochumelov's "chameleon-like" behavior.

Rehearsals
Students rehearse the chosen episodes. The director group helps prepare costumes and considers details (for example, a coat for Ochumelov, a scarf for Khryukin, etc.). Decorators create a simple "market square" setting with posters and painted stalls.

Performance of the Mini-Play
The play is performed during a lesson or school event. The audience (other students) observes the scene and notes how the main character's behavior changes depending on the situation.

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Discussion of the Mini-Play

Questions for reflection:

➢ What character traits of Ochumelov did you notice?

➢ Why did Chekhov title the story "The Chameleon"?

➢ Did the costumes match the students' intended interpretations?

➢ What did you dislike in the performance?

➢ Which dialogue should be edited or improved?

Project Outcomes:

➢ Students not only read the text but live through it via performance.

➢ They develop the ability to analyze the characters' actions.

➢ They acquire communication and acting skills.

Game-based and project-based tasks have a flexible structure that allows each learner to express themselves in the area where they perform best.

For example, in the project "Our Everyday Life," one student writes articles, another handles design, and a third works on text layout. Thus, each participant contributes according to their strengths and talents, and the final product becomes a collective result of practical collaboration - especially valuable during the project's presentation.

Since the trends of modern education require teachers to possess a high level of skills in distance learning and the use of electronic resources, there arises a need to enhance the digital competencies of educators [2, p.54]. In this regard, the use of such an interactive method as project-based learning contributes to the improvement of learners' communicative and sociocultural competencies.

The combination of game-based and project-based methods ensures a comprehensive impact on the learner's personality, making the educational process not only effective but also engaging.

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