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GAMIFICATION IN ENGLISH LANGUAGE INSTRUCTION FOR MANAGEMENT STUDENTS

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Summary. *The article argues that gamification is a highly effective pedagogical approach for developing professionally oriented English communication skills among future managers at institutions of higher education. It defines the concept of “gamification,” its key elements, and its pedagogical potential. The article analyzes how gamification technologies impact motivation, engagement, and learning effectiveness for management students. It highlights the most effective gamification tools in English language instruction: role-playing games, business simulations, online platforms, and systems of points, levels, and rewards. The use of interactive digital platforms in professional training for managers is examined and justified. The article concludes that gamification significantly contributes to the development of communication skills, critical thinking, teamwork, and increased learning motivation among students.*

Keywords: *gamification, English language, future managers, professional training, motivation, interactive technologies, communication skills.*

Statement of the Problem. The modern higher education system prioritizes preparing professionals to succeed in a global environment. For future managers, English proficiency is essential, as it underpins much of today's business communication and international cooperation.

Traditional teaching methods often fail to motivate students to learn a foreign language. A promising approach for modernizing education is gamification—the use of game elements in non-game settings. Researchers note that gamification increases engagement, fosters positive motivation, and stimulates learning.

Analysis of Research and Publications. Gamification and game-based learning are widely used in university English instruction, particularly in management and business programs. Research shows that game elements can boost motivation, engagement, and learning outcomes, but they require careful pedagogical implementation. Both Ukrainian and foreign scholars have studied the issue of using gamification in the educational process. In particular, the topic of implementing gamification in foreign language instruction at the higher education level is addressed in the works of O. Tarnopolsky, S. Kozhushko, and M. Kabanova [11].

S. Sheludchenko and A. Koren examine the specifics of using gamification tools to increase student motivation in the process of learning English. The researchers emphasize that the use of digital platforms, game mechanics, and interactive tasks has a positive impact on students' learning engagement [12].



The scholars devote special attention to the professionally oriented training of future managers. M. Ogrinich emphasizes the importance of developing English-language communicative competence among management students as a component of their professional training [9].

Research Objective. The purpose of this article is to examine the characteristics of gamification in English language instruction for future managers and to determine its impact on the development of students' professional foreign language proficiency.

To achieve this objective, the following tasks have been identified:

- To define the concept of "gamification" and describe its main elements in the context of the educational process.
- To analyze the characteristics of using gamification in teaching English to students majoring in "Management."
- To investigate the impact of gamification technologies on the motivation and learning engagement of future managers.
- To describe the most effective methods and tools of gamification in the process of learning English (role-playing games, business simulations, digital platforms, reward systems, etc.).
- To justify the pedagogical feasibility of using gamification to develop students' professionally oriented foreign language communicative competence.

Presentation of the main material. Gamification is a modern educational technology that involves the use of game mechanics, elements, and principles in the learning process. The main elements of gamification include points, rankings, levels, rewards, achievements, competitions, quests, and simulations.

In the process of teaching English to future managers, gamification is particularly important because it allows for the simulation of real-world professional situations. For example, students can participate in business simulations, conduct negotiations, present projects, or resolve conflict situations in English. Such activities contribute to the development of professional communication skills and critical thinking.

The most effective gamification methods and tools in the process of learning English include role-playing games, business simulations, digital educational platforms, language quests, as well as reward and rating systems. Their use helps stimulate students' cognitive activity, develop communication skills, and increase motivation to learn [12].

One of the most effective methods is role-playing, as it allows for the simulation of real-life professional communication situations. While playing specific roles, students learn to use English in conditions that closely resemble real life. For example, future managers can participate in negotiations with clients, conduct interviews, organize business meetings, or present business projects. This approach helps develop skills in spontaneous speech, argumentation, and business etiquette. In the Business English course for management students, gamification (digital quizzes, role-playing games) significantly increased all motivation indicators according to the ARCS model and improved classroom dynamics [5].

An important tool of gamification is business simulations, which recreate professional situations and company management processes. Participants can make

management decisions, analyze market situations, allocate resources, or resolve conflicts in English. Business simulations contribute not only to the development of language proficiency but also to the formation of critical thinking, leadership qualities, and teamwork skills.

Among modern gamification tools, digital platforms and online services hold a special place. Resources such as Kahoot!, Quizlet, Wordwall, Duolingo, or LearningApps allow for the creation of interactive exercises, quizzes, flashcards, language competitions, and tests. Their advantages include immediate feedback, the ability to personalize learning, and high student engagement. The use of digital platforms makes the learning process more dynamic and accessible.

Language quests and team games are also effective methods, during which students complete a series of tasks to achieve a specific goal. Such tasks may include searching for information, solving professional case studies, creating presentations, or addressing problem situations in English. Quests help develop collaboration, communication, and creative thinking skills.

Reward systems, which include points, badges, rankings, levels, and achievements, play an important motivational role. They create a sense of success and encourage students to participate more actively in the learning process. The presence of competitive elements increases student interest and promotes regular review of the material.

In addition, the use of storytelling elements in gamification is effective. Structuring learning in the form of a story or scenario helps students become emotionally engaged in the learning process and better absorb the material. For example, students can take on the roles of employees at an international company and gradually complete various professional challenges in English.

Thus, combining various gamification methods and tools ensures the comprehensive development of students' foreign language communicative competence. The use of role-playing games, business simulations, digital platforms, and reward systems contributes to the development of professional language skills, increases motivation to learn, and makes the educational process more interactive and practice-oriented [1].

Researchers note that gamification stimulates both intrinsic and extrinsic motivation in students. The system of rewards, levels, and achievements creates a sense of success and encourages students to further improve their language skills.

Team-based activities are particularly relevant for future managers. Gamified tasks help develop collaboration, leadership, and decision-making skills. For example, completing a group business quest in English helps students develop business communication and teamwork skills.

Management students report easier acquisition of professional terminology, development of critical thinking, teamwork, and confidence in professional communication in English [4]

At the same time, the use of gamification requires adherence to certain pedagogical conditions. The instructor must take into account the students' language proficiency level, their professional needs, and learning objectives. Excessive use of game elements can lead to a loss of the lesson's educational value or a decrease in attention to the content of the instructional material.



The pedagogical rationale for using gamification to develop students' professionally oriented foreign language communicative competence lies in the fact that it enhances motivation, stimulates cognitive activity, and creates conditions for the practical application of English in professionally relevant situations [2].

First, gamification fosters students' intrinsic motivation to learn a foreign language. The use of game mechanics—points, levels, rewards, rankings, and quests—creates a positive emotional atmosphere for learning and sustains students' interest in completing tasks. This is particularly important for future managers, as professional communication in English requires constant practice and a high level of engagement.

Second, gamification enables the simulation of real-world professional situations in which students can apply their language skills in practice. Role-playing games, business simulations, negotiations, presentations, or team projects allow future managers to develop skills in business communication, argumentation, negotiation, and working in an international environment. In this way, learning takes on a practical and professionally oriented character [3].

Third, the use of gamification promotes the development of students' communicative competence through active interaction among participants in the educational process. While completing game-based tasks, students learn to work in teams, express their own opinions, analyze information, and make decisions in English. This helps develop not only language skills but also social and professional competencies.

In addition, gamification allows for personalized learning. Digital platforms and interactive services enable the difficulty level of tasks to be adapted to students' language proficiency, provide immediate feedback, and offer opportunities for self-assessment. As a result, students can gradually improve their language skills in a comfortable learning environment [6].

Another important aspect is the development of critical thinking and creative abilities. Gamified tasks often involve solving problem situations, analyzing case studies, or making managerial decisions, which aligns with the specific nature of future managers' professional activities.

Thus, the pedagogical value of gamification lies in its ability to combine the educational, motivational, and professional components of the learning process. The use of gamification technologies contributes to the effective development of students' professionally oriented foreign language communicative competence and prepares them for future professional activities in an international communicative environment.

Gamification in English language instruction for future managers increases motivation, engagement, and outcomes, and promotes the development of professional communicative competence and "soft" skills. The best results are achieved when game elements are integrated into the professional context of management, support clear learning objectives, and are combined with traditional methods, taking into account resource and methodological constraints [10].

Thus, gamification is an effective means of modernizing English language instruction in higher education institutions. Its implementation helps increase student motivation, stimulate learning activities, and foster the professional communicative competence of future managers.

Conclusions and Recommendations. Thus, gamification is an effective pedagogical tool for teaching English to future managers. The use of game elements helps increase student motivation, develop professionally oriented communication skills, and make the learning process more engaging.

Gamified teaching methods foster the development of teamwork, critical thinking, leadership, and decision-making skills, which are essential for managers' future professional careers. Prospects for further research include examining the effectiveness of specific digital gamification tools in professionally oriented English-language instruction.

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ГЕЙМІФІКАЦІЯ У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ МАЙБУТНІХ МЕНЕДЖЕРІВ

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Анотація. У статті досліджено особливості використання гейміфікації у процесі навчання англійської мови майбутніх менеджерів у закладах вищої освіти. Визначено сутність поняття «гейміфікація», її основні елементи та педагогічний потенціал у формуванні професійно орієнтованої іншомовної комунікативної компетентності студентів. Проаналізовано вплив гейміфікаційних технологій на мотивацію, залученість та ефективність навчання студентів спеціальності «Менеджмент». Розглянуто найбільш ефективні інструменти гейміфікації у викладанні англійської мови: рольові ігри, бізнес-симуляції, онлайн-платформи, системи балів, рівнів та нагород. Обґрунтовано доцільність використання інтерактивних цифрових платформ у професійній підготовці майбутніх менеджерів. Зроблено висновок про те, що гейміфікація сприяє розвитку комунікативних навичок, критичного мислення, командної роботи та підвищенню навчальної мотивації студентів.

Ключові слова: гейміфікація, англійська мова, майбутні менеджери, професійна підготовка, мотивація, інтерактивні технології, комунікативна компетентність.

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