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WORDWALL IS A DIGITAL TOOL THAT CAN BE USED IN ORGANIZING GAMIFICATION EDUCATION

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ABOUT ARTICLE

Key words: Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan, Ministry of Digital Technologies of the Republic of Uzbekistan, WordWall program, SWOT analysis, gamification education, software, digital tools of education.

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Abstract: This article talks about the effectiveness of the interactive WordWall program in classes, which helps to organize gamification of education. The pilot test of the program was seen on the example of mastering the science of critical thinking by students of the 3rd level of the University of Journalism and Mass Communications of Uzbekistan and analyzed using the results of the comparative method. In addition, the results of the SWOT analysis of the interactive program were also considered in the article.

INTRODUCTION

The history of the creation of "Wordwall" began with the work of teachers who were tired of pasting visual aids on the walls of classrooms for many years. Having experienced this hassle, Josh and Ben decided to create this virtual program that eliminates the above hassle. They initially used a rolling drum and a raucous sound that incorporated elements of the television show to make their program catchy, and this was the first version of the "Wordwall". This program has been improved over the years with the recommendation of professors and teachers who have used the program. Later, Josh and Ben founded UK Visual Education LTD with these services. Among the services they provide now, this WordWall program has more than 200 paid affiliate subscribers as of 2021. Currently, you can find many different interactive templates in the program.

The introduction of HTML5 to Wordwall's web page made it possible for all users of the program to access it from any device, rather than using expensive desktops. The site is ASP.NET's MVC. provided through the template. The page was launched using Razor. The server code is written in C#.NET. This provides integration of game actions written in C#. From the first days of its establishment, the company paid great attention to the appearance and logical structure of the game technologies it was creating. The appearance of templates is reflected in the background of "Parallax effect". And it makes it possible to use Canvas, Audio and API interfaces available in every browser. The XML system is used

for animation, sound, and graphics devices. This program is not complete without JavaScript services. The resources created by users of the site and its services are stored in cloud databases in SQL and NoSQL format. "Redis" was used for the cache.

METHODOLOGY:

Until now, many scientific articles have been written about the effectiveness of the Wordwall program in education, in which the effectiveness of this program in improving various skills of learners has been revealed.

For example, "The Effect of Using Wordwall.net in Increasing Vocabulary" by Esra Çılnın from the Ministry of National Education of Turkey, published in the 2021 Language Education & Technology magazine, the research object was the 5th grade students of a state-run comprehensive school. "Knowledge of 5th Grade EFL Students"1 (Çil E. 2021), an article by Moh Firmansyah, a teacher at Madako University, Indonesia, published in JME magazine in 2016, the second grade students of SMP Negeri 4 Tolitoli Utara participated as the research object, "Increasing student's vocabulary mastery by using Wordwall method of the second grade at SMP negeri 4 tolitoli utara" 2 article (Firmansyah M 2016.), Indonesia's Pendidikan Indonesia Bandung University teacher Yahya Fahmi's 2021 Arabic language and literature 4 - the results of the research methods used in the thesis entitled "Wordwall: a digital game application to increase the interest of Rabbaani junior high school's students in learning Arabic vocabulary"3 (Fahmi Y. 2021) published at the international conference clearly show the effectiveness of the Wordwall program in increasing student's vocabulary showed with evidence.

The fact that the students of MA As'adiyah Ketapang in Indonesia easily mastered history through this program is published in 2023 IJERLAS magazine co-authored by M.Wayan and others "History learning based on wordwall applications to improve student learning results class x ips in MA As'adiyah Ketapang "4 is explained in detail in the article (Wayan M. 2023). According to him, scientists used the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model of research to evaluate this program objectively.

In the article "Effectiveness of Platform Wordwall pada Pembelaran PAI di Madrasah Aliyah Negeri" published in 2021 Pendidikan dan Studi Keislaman, co-authored by scientists from Ahmad Dahlan University of Yogyakarta, Indonesia (Burhanudin A.G., Co authors 2021) "Salah satu fungsi platform ini adalah untuk mengethai persensi belajar siswa, yang latera akan menjadi bahan evaluation guru. The Wordwall application has a feature for mengevaluation, in which there are several types of evaluations, among other options, you can choose one, select the picture based on the pair, and you can use it to manage the evaluation of students for Ujian Tengah Semester (UTS) and Ujian Akhir Semester (UAS)." that is, "One of the tasks of the Wordwall program is to help teachers determine the results of student learning. The program includes several forms of assessment, such as multiple-choice question, crossword puzzle, pair selection, and can be used to organize students' control work (ON and YAN)." it was noted. As a result of the combination of quantitative and qualitative research methods in the article, the manager, teachers and students of MAN 4 Kebumen participated as the object of research in determining the effectiveness of the Wordwall program in control work.

In addition, the effect of the tasks created in some interactive templates in the program when learners increase the speed of reading6 (Joanne J. 2009) and writing7 (Ratu S. 2017) has been covered in many scientific sources.

Many researchers have proven the effectiveness of concrete8 (Shinta O., Co author. 2022), natural9 (Debbie G.M. Co author. 2022) in teaching subjects in their research.

Finally, it would be remiss not to mention Trisha Callella's 2001 guide Making your word wall more interactive10 (Callella 2001). That's because this guide contains hundreds of ideas for using the program, and plenty of exercises for students to improve their reading, writing speed, vocabulary, and spelling skills. given

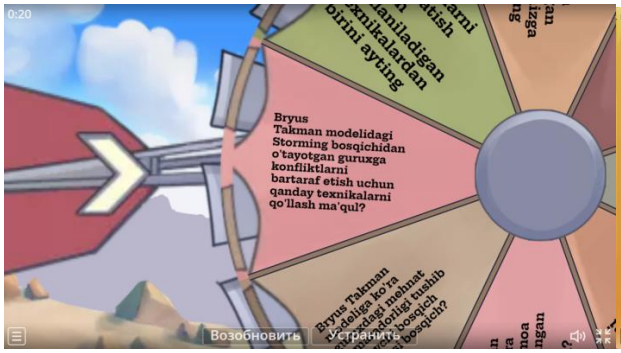
PROGRAM FEATURES:

There are many templates that can be used when organizing lessons both online and offline. Here, for example, in the game created on the template of the program called "Open the field", students choose a number at their own discretion and complete the question or task under the control of the timer. The number of boxes to be opened in this template depends on the number of questions or assignments the teacher has, and the number of students he wants to evaluate. In addition, you can use this template in different backgrounds depending on the age, interest, and gender of your students. (Pictures 1,2).

Picture 1

Picture 2

In this template called "Random wheel", the teacher has the opportunity to increase or decrease the number of drum parts according to his discretion, the number of questions and assignments. This template is displayed on a large screen with a smart board, students are brought to their attention, and the requirements to be evaluated are evaluated by answering a random question from a drum roll or completing a task. The best convenience in this template is that the question that one student gets will not be repeated. The reason is that the pedagogue can remove it from the drum through the "Eliminate" button on the screen. (Pictures 3,4)



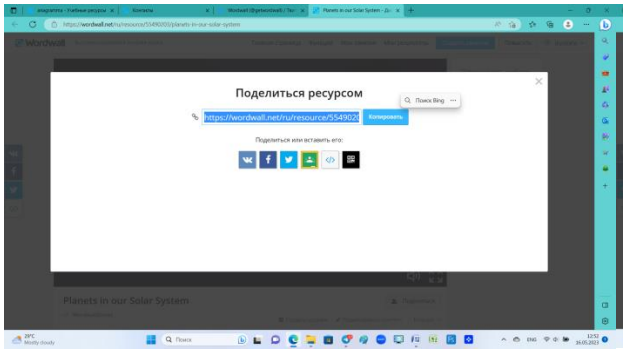
Picture 3

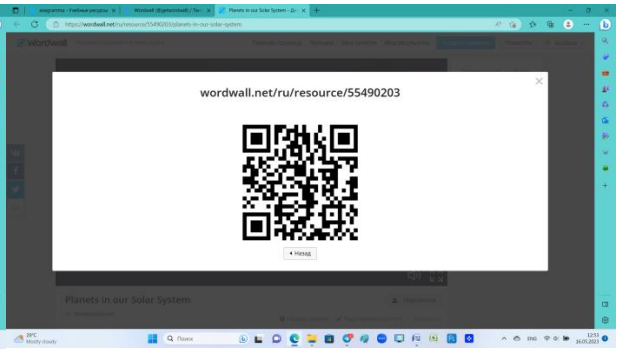
Picture 4

In the "Anagram" template, students find the answer to a question or task that was previously given by the teacher or appeared on the game screen by arranging the letters in the correct order. (Pictures 5,6)

Picture 5 **Picture 6**

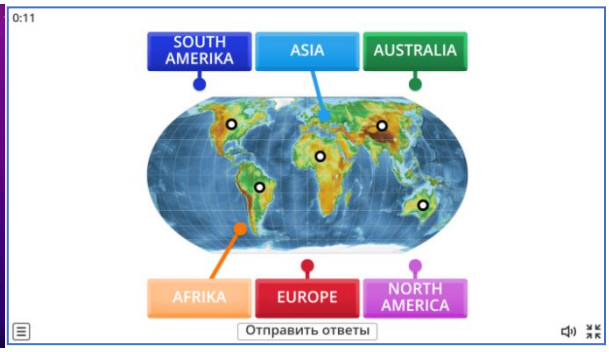
The most important aspect of this template is that the students perform the game tasks in this template through their gadgets. To do this, the teacher sends the game link (picture 7) or QR code (picture 8) to the chat where all students are gathered, and students can play the game on their gadgets through that link or QR code will be. Allowing students to learn topics using their mobile devices during classes increases their dopamine levels and increases their interest in the class.





Picture 7 **Picture 8**

In the “Diagram with labels” template, students find the answer to the question or task given in the boxes from the picture and connect them with each other. (Pictures 9,10)



Picture 9 **Picture 10**

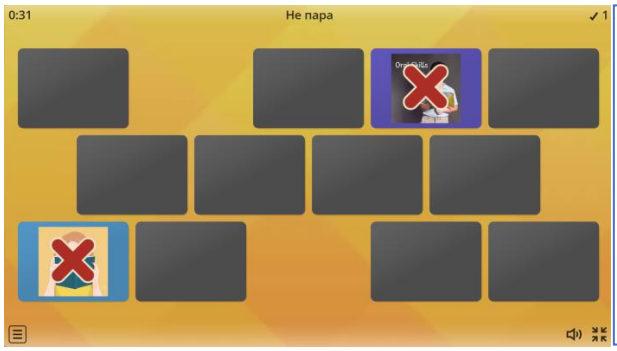
The students who were to be assessed had to answer the questions that were predicted after swiping the card in this template called “Random cards”. In this case, the students themselves can be evaluated by the students observing in the audience. (Pictures 11, 12)

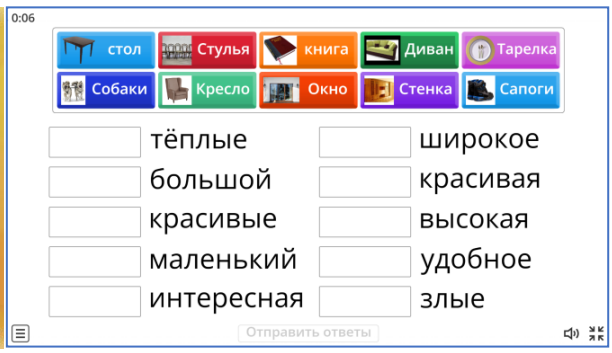
Picture 11 **Picture 12**

This template is called "Aeroplane" and the student has to control the airplane and choose the cloud with the correct answer to answer the question or task at the bottom of the screen. Students can also complete this template assignment through their mobile devices. (Pictures 13, 14)

Picture 13 **Picture 14**

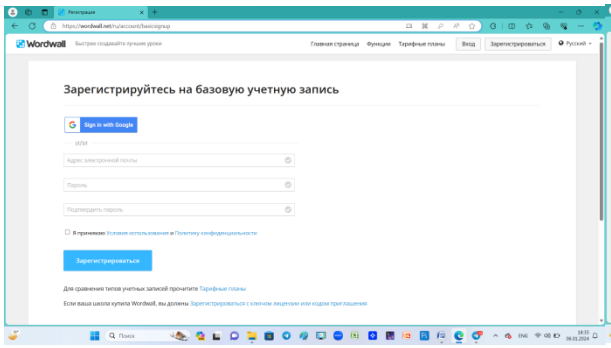
This “Matching pairs” template requires a pair of related cells to be opened at the same time. This template helps the student not only to strengthen his knowledge but also to train his (VQ) visual quotient. (Pictures 15, 16)

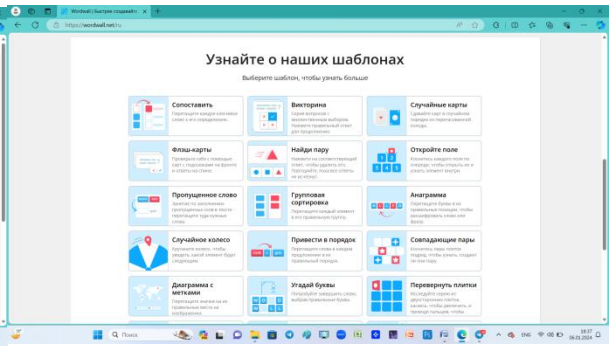




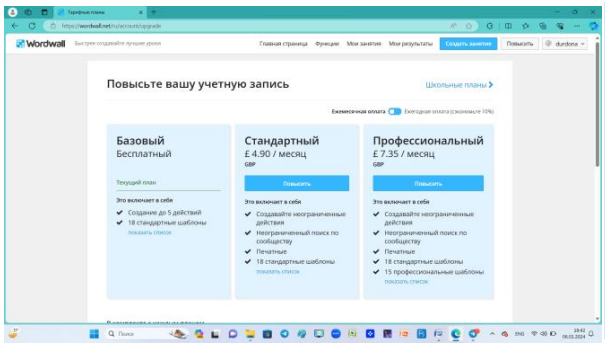
Picture 15 **Picture 16**

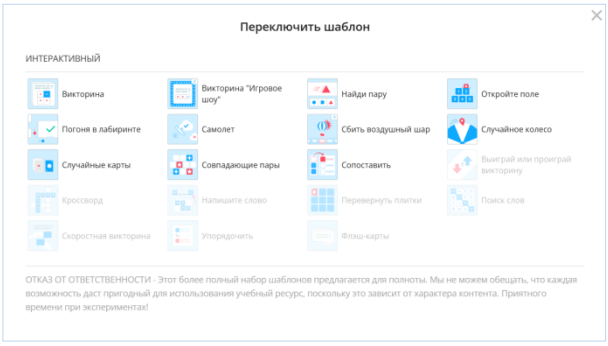
So, what should a pedagogue do in order to prepare a resource for the content of his subject in this program? First, it is registered on the Wordwall.net website using personal data (if desired, it can also be done through a Google account) (Figure 17). After that, a separate page on the platform will be opened for the pedagogue, and the resources created by him will be saved on his page. Various templates are provided on the home page of the program. The first 16 templates are free templates (Figure 18), and the rest are Pro templates that require a certain payment to use (Figure 19).





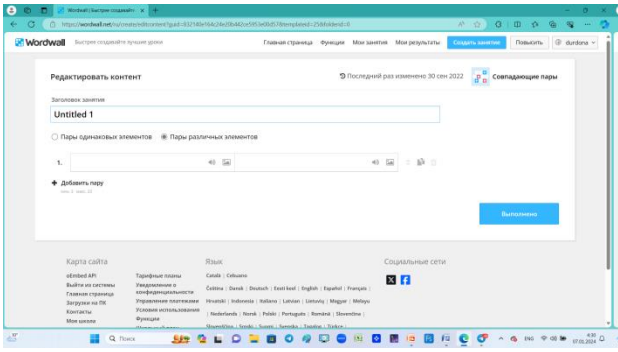
Picture 17 **Picture 18**

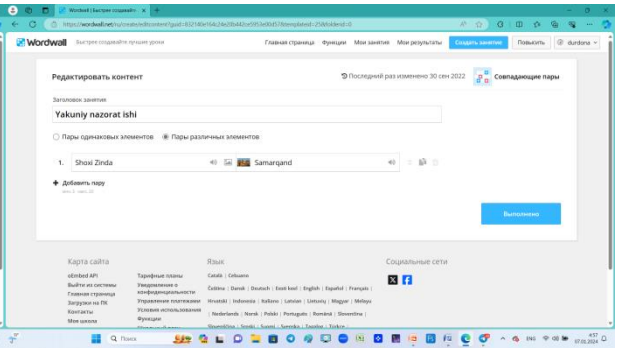




Picture 19 **Picture 20**

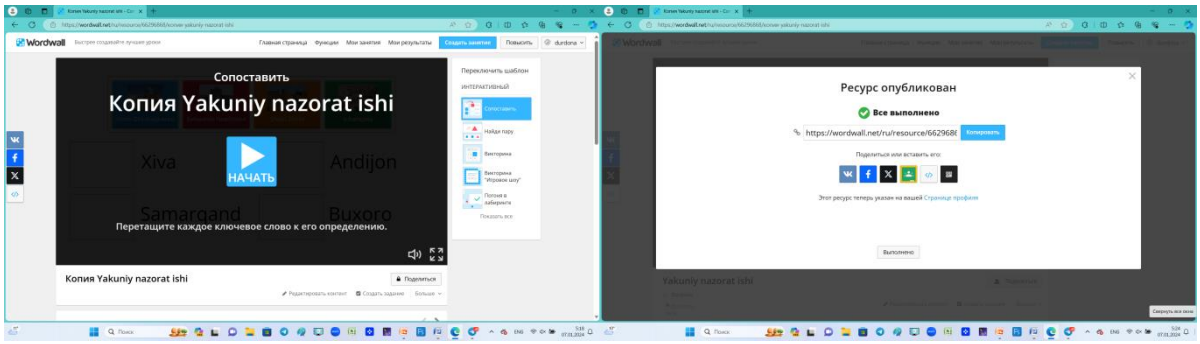
To create an interactive game, you need to click on the selected template and go to the page that allows you to create the game. Let's consider this on the example of a free template of the program called “Compare” (picture 21). In the box labeled Untitled 1, we enter the name of the training or control work we are creating (Figure 21a). We write our necessary text (for example, "Shokhi Zinda") in the empty box under the phrase Keyword, and in the one under the word Definition, we put an picture related to our text (for example) or another text (for example,  We enter "Samarkand") (Picture 21b).



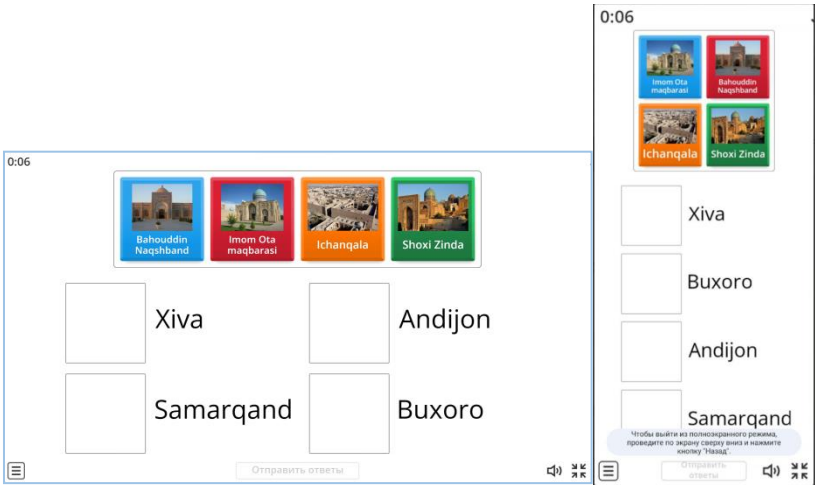


Picture 21a **Picture 21b**

Then, press the button "Add a couple" at the bottom, enter several more such lines and write all the necessary text or questions. At the end, click on the Completed or Done button at the bottom right and make our game look ready (picture 21c). We can copy the link of this game by pressing the Share button below and send it to our students (picture 21d).

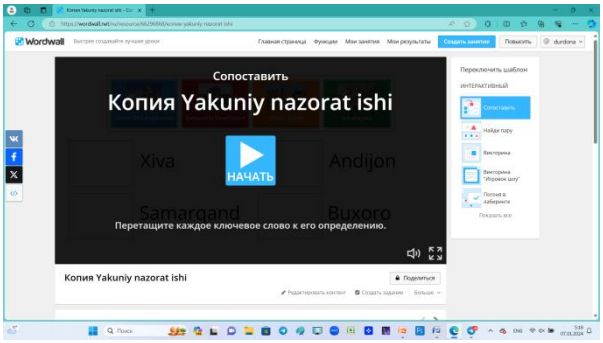


Picture 21c **Picture 21d**



Picture 21e

If there is a need to make some changes to our created task or game, you can easily edit it by clicking the "Edit" button at the bottom of the game (picture 21f).



Picture 21f

If you want to know more about this program, please follow the link below. https://youtu.be/62StUqjKQeo

RESEARCH METHOD

Students studying at the 3rd stage of the University of Journalism and Mass Communications participated in the study on the effectiveness of the WordWall program in mastering the science of critical thinking. The results of the research were determined according to the experimental method. According to him, students of the first - Alpha group were given regular lessons, and the second - students of the Betta group were given interactive lessons organized using only the gamification services of the program. The services of this program, when used in the Betta group, were perfectly used in the parts of the lesson to strengthen the topic and assess the knowledge of students. In the Alpha

group, in these parts of the lesson, lessons were conducted through BBB, Brain storming, Cluster, Bee swarm and other similar traditional methods, and various gadgets or online tools were not used at all. Since the advantages and disadvantages of the traditional methods used in the Alpha group are now well known, this article focuses not on them, but on the analysis of the digital interactive tools used in the Betta group.

RESULTS

The results of a comparative experiment conducted with more than 300 students in the 2021-2022 academic year showed very significant changes in correlational indicators affecting the effective learning of students when using this program. (Table 1)

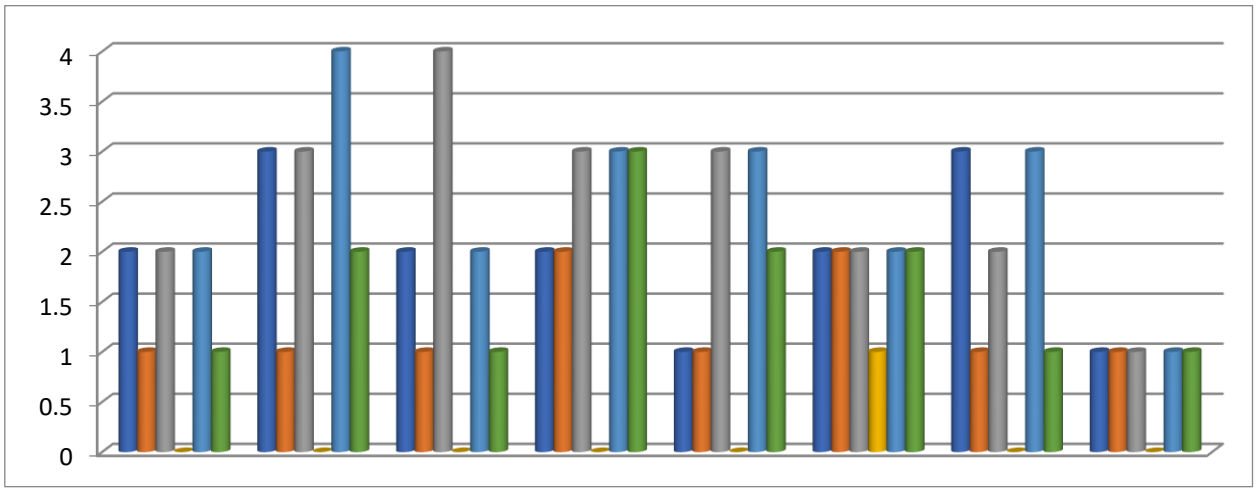


Table 1

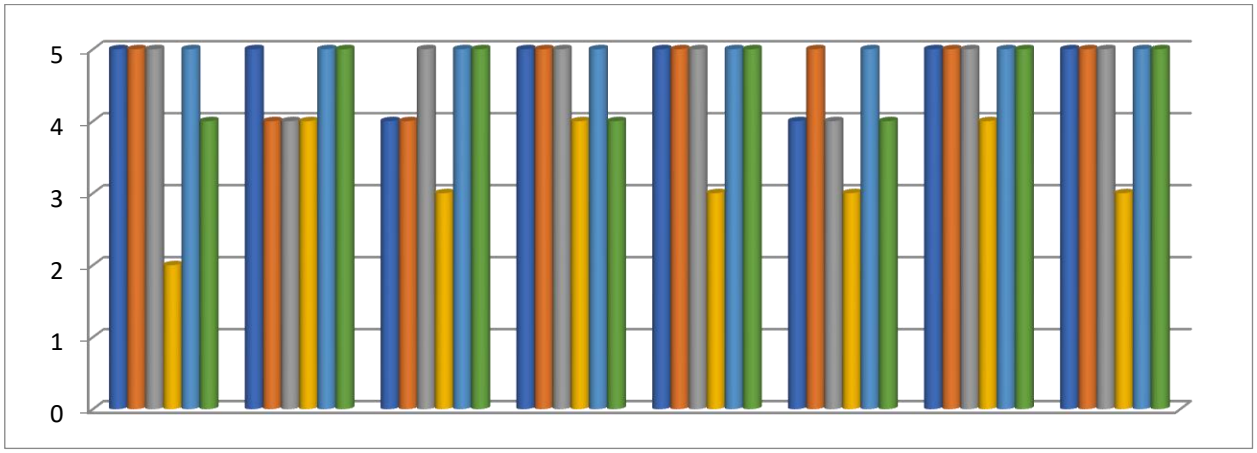


Table 2

From the analysis of the indicators in Tables 22 and 23, it can be seen that the students in the Betta group performed significantly better than those in the Alpha group in terms of memorizing new key words related to the topic and understanding the topic.

They did not miss the leadership in terms of activity in the lessons, concentration on the lesson, and initiative. In addition, since the students in the Betta group knew for sure that after each lecture, games would be organized with the help of digital "weapons" and they wanted to participate in them and win, they listened to the lectures so attentively that they even begged them. There were also cases of pedagogic lectures that could not be done being recorded in their notebooks.

CONCLUSION

The general conclusion of the results of the research showed that when using Wordwall software interactive services in classes, the activity of students in the Betta group increased in classes, maximum attention of students was achieved, the results of tests and assignments presented to students on the subject increased, and the content of science was improved up to 98% mastery of the key words and the topic was achieved.

DISADVANTAGES OF THE PROGRAM

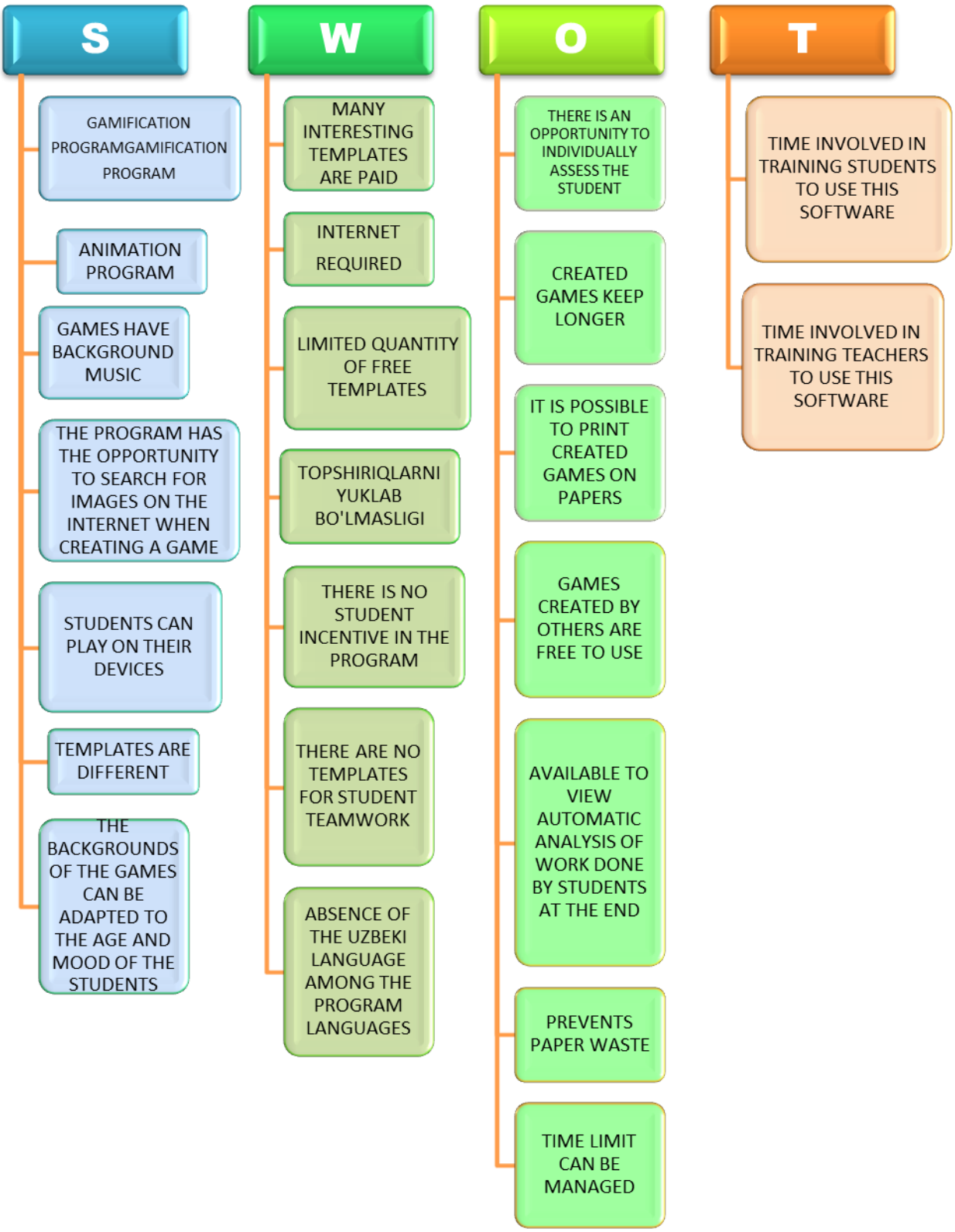
The main reason for the manual counting of the number of pedagogues using digital tools in Uzbekistan is that most of the software that can be used for education is foreign and paid for. I don't think there are any educators who can afford to pay $50 to $100 to make their lessons easier and more interactive.

RECOMMENDATION

Therefore, the creation of our national, free educational programs similar to this program would create conditions for our pedagogues to be able to teach at the level of world standards. Mobilization of the representatives of the IT sector responsible for the digitalization of education of the ministries of higher education, science and innovation and digital technologies to create (free) tools such as this program for the pedagogues of Uzbekistan, to eliminate the outflow of investment abroad, to make pedagogues redundant would have partially eliminated the problems of rescue from the hustle and bustle.

ANALYSIS

Summary of the SWOT analysis of the use of the Wordwall program in education (Picture 23):



Picture 23

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