Gaming Technology of Mass Media

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Abstract: The language of mass communication, on the one hand, enriches the literary language in its own way, saturating it with evaluative phrase, on the other hand, one cannot help but see the negative role of the language of some media technologies and gaming technologies of mass media, which is replete with various deviations from the norm, flooding speech with jargon and foreign words. The article reveals the concept of the "Global Network" - the Internet as a special media tool and how the Internet influences the development of language processes and education in the conditions of society digitalization. Definitions of words are given: language, media texts, linguistic culture, Internet, media, linguistic and cultural situation, Americanization, linguistic tradition and gaming technologies. Language is undergoing significant changes, and this article examines the role of media technologies in development and preservation of linguistic traditions. A huge role in human development and education belongs to the game. Game has an important impact in human's life, what a person is in the game, so in many respects he will be in the work. It has been found that media game technologies have a significant influence in learning English language and culture. Gaming technologies improve speaking, listening, reading skills, develop logical thinking, form volitional, moral qualities of personality. Thus, the application of game elements in learning English helps to reveal students' creative abilities, it is approved that in the game a student cognizes himself, his abilities and disadvantages. Nowadays, the state and position of media games technologies in learning English are been analyzed. This article describes and analyzes, the importance of the application of gaming technologies in the educational process, emphasizes the effectiveness of media game activities as the formation of personality, as an educational technology.

Keywords: Media texts, Media technologies, Gaming technologies, Gaming activities, Educational technology

Introduction

The twenty-first century has seen enormous growth in mass communication, modern information technology as well as game technology in media by helping learners to improve their knowledge. The rapid development of the media - print, radio, television, as well as the emergence and spread of the "Global Network" - the Internet, led to the creation of a single information space, an unusual virtual environment formed by the combination of many media streams. Media text (from Latin media textus) is a message, text of any media type and genre

(Masoud, 2009). The Internet is a global voluntary association of networks containing a variety of resources and owned by all kinds of government, educational, commercial and other organizations, as well as individuals. The Internet is a means of open storage and dissemination of information. Along the transportation route, unprotected information can be intercepted and read. The Internet is a powerful media tool. The Internet is a worldwide system of interconnected computer networks for storing and transmitting information (Burlak & Starostin, 2005). Nowadays, game technologies in media materials (Mass Media) can play an important role in learning English language and culture. Games, game elements, gaming situations are components that form the basis of game technology. They include the various objects, rules, mechanics, and systems that players interact within the game world. Additionally, virtual learning and virtual models are of great importance in modern educational games (Masoud, 2009). Game technologies in media materials can rapidly introduce students to new words and expressions, neologisms, phraseologies, jargonisms and of course grammar practice, etc. Through game individuals begin to feel himself a member of a society, a group, a team, honestly analyzes his actions and achievements. And the teacher's task is to focus the student in achieving a high level of language proficiency, promoting the establishment of connections between students based on mutual responsibility. Blatantly, game technologies will help to expand students' vocabulary and contribute to refine their speech more expressive, interesting, and engaging.

The research topic is relevant because intellectually challenging games with specific characteristics have firmly established their place in the broadcasting grid of Kyrgyz television and radio channels. Despite the abundance of materials in the field of television journalism and game theory, the understanding of television games for English language and culture studying is generalized and has not yet undergone scientific analysis. Therefore, the goal is to identify the features of intellectual gaming technologies on local television for learning English language and culture, as gaming technologies in Mass Media have not yet been explored. Thus, the teachers and students of Osh State University were interviewed on the topic « Gaming technology of mass media in learning English language and culture ».

Table 1. People who were interviewed

Teachers and students		N
		18
Teachers		
Students of	2 course	30
	3 course	40
Age	18-40	75
	Other	8
Gender	F	86
	M	2
Total		88

Method

The paper used variety of methods to analyze different sources and obtain the most accurate information as possible. The research utilized the following approaches: observation, analysis, synthesis, comparison, and generalization. Over 10 TV programs of the intellectual game format airing on various Kyrgyzstan television channels were selected for examination. Books, manuscripts, video, audio, and statistical data were studied. The authors of the article conducted and analyzed a questionnaire and found out the importance of using media materials in learning English. It was a serious experience of analyzing a sufficient number of English teachers and students who learn English, which requires and deserves attention. At the same time, the research apparatus chosen by the authors made it possible to draw interesting and valid conclusions, namely, to find out the importance of using media technologies in learning English language and culture. The factors and types of media technologies in learning English language and culture have been analyzed based on the findings from interview. The autonomy of a person in the middle of the game plot is boundless, it can go back to the past, look into the future, repeatedly repeat the same action, which brings and satisfaction, gives the opportunity to feel significant, omnipotent, desirable. Also, the study focuses on intellectual games (broadcast recordings) on television in the city of Osh, Kyrgyzstan.

Game technologies in media materials, provide many opportunities for active learning of English, expanding knowledge and developing communicative skills. They make the learning process more interesting and practical, helping students to apply the language in practice and in life, to improve their skills in media and culture of English-speaking countries. Here are some of the main game elements:

• Characters: Game characters are controlled or uncontrolled entities in the game. They can be protagonists, enemies, allies, or non-player characters, thus practicing English in life.
• Levels: Levels are divisions of the game world into different segments or stages. They may have different landscapes, tasks, obstacles and challenges that the player needs to overcome. The same is true for learning English, if a learner has moved to a new level of English, he or she is faced with the appropriate tasks to overcome them and move up to a higher level. Different levels of difficulty can be incorporated into instruction to cater for different learner preferences. This allows the experience to be tailored to different skill levels and preferences.
• Assignments and Goals: Assignments and goals set specific tasks for the learner to accomplish. They are usually related to progression, unlocking new levels, earning rewards, or moving on.
• Multiplayer: Media game elements can also include the possibility of multiplayer play, where learners can compete or collaborate, communicate or debate with each other within the world where the language is being learned.

These are just some of the common media game elements in English language learning that can be incorporated into instruction. Combinations and variations of these elements can create diverse and interesting play and learning experiences. In order to find out the specifics of using media materials in learning English language and culture, the authors of this article conducted a survey among English language teachers. The survey consisted of 5 questions in which 88 teachers of English at Osh State University participated.

Nowadays the main volume of speech use occurs in the sphere of mass communication and media technologies. It is impossible to imagine the life of a modern person without the Internet and television, without radio and modern means of communication, with the help of which people quickly learn the latest and most relevant news and can inform each other about certain events in a matter of seconds. Due to the rapid development of the modern media technologies, the Internet, for example, has gained such popularity that today it is not only a means of communication and information transfer, but also a means of manipulating public consciousness and influencing the course of language processes. Texts of mass information or media texts are one of the most common forms of modern language, and their total length far exceeds the total volume of speech in other spheres of human activity. At the same time, the volume of texts produced and transmitted daily through media channels continues to constantly increase. This, in particular, can be judged by the number of indicators: the number of television channels, radio, newspapers and magazines is growing. It becomes obvious that today mass communications (and therefore media products - media texts) are acquiring enormous importance in the life of society. Thus, according to the German sociologist Niklas Luhmann, reality today is constructed precisely by the media, and almost everything we know about the world we get from the media. (Luhmann, 1996) Obviously, the media act both as an instrument of power and as a tool for the implementation of information flow and a key influencing language processes.

That's why, speaking about the role of the media technologies in the development of education processes and social life, it is necessary to emphasize that we mean not only changes caused by the introduction of new information technologies, but also qualitative transformations in the general linguistic and cultural situation. On the one hand, the language of mass communication enriches the literary language in its own way, saturating it with evaluative phrases. On the other hand, one cannot help but see the negative role of the language of texts in some media, which are replete with various deviations from norms, flooding speech with jargon and foreign words. It is in the media that active language processes take place, such as the "Americanization" of the language; following speech fashion; a conscious departure from the literary and linguistic norm (Americanization is the influence of the United States on popular culture, business models, language and politics of other countries. The concept was invented in 1907 and originally referred to the growing popularity of the American way of life in Canada) (Berghahn &Volker, 2010). In this regard, the question of the formation of a high information technology, linguistic culture and the preservation of cultural traditions, ethics of speech in the media and control over compliance with these issues arises especially acutely.

Results and Discussion

An intellectual game is a type of game based on the participants'application of intellect and erudition Participants can compete with each other, the host, computer, or viewers. Television games can be classified similarly to regular games, as outlined by Caillois (1958):

- Competitive (agon),
- Gambling (alea),

- Mimicry (mimicry),
- Psychological (ilinx).

The goal of television games is to develop the intellectual abilities of participants in entertainment shows on television by directly involving viewers in the evolving, live game process, where everything unfolds not according to a script but based on the emerging circumstances within the game situation. A telegame (also a game show) is a type of television show where competition or a game serves as the central plot element. Participants can compete with each other or with the host or viewers (Abdulrahim, 2009). In the mid-20th century, game shows in this format began to appear on television, gaining immense popularity. In the U.S., shows like "The $64,000 Challenge," "Twenty-One," and "Dotto" were highly popular . Bob Barker, host of "The Price Is Right," remarked, "We play games at home, play at parties, go to clubs and play games. Americans love games" (Venanzi, 1997). Since 1958, following some scandals related to certain genres of TV games, game shows increasingly shifted focus towards prominent personalities. Celebrity entertainment became a major product in the game show universe, leading to successful series such as "Hollywood Squares" and "Match Game" (Burlak & Starostin, 2005).

Similar shows emerged in the USSR, starting with "An Evening of Merry Questions" (1958), followed by "Club of Merry and Resourceful" in 1961, where participants competed not only in knowledge but also in wit and esourcefulness. In 1975, one of the most popular TV games in the USSR was launched - "What? Where? When?". In the show, a team of participants collaboratively answers questions sent in by viewers in advance. September 4, 1975, is officially considered the birthdate of the game "What? Where? When?". From 1975 to September 2007, 259 games were played. Boris Kruyk hosted 87 games from May 2001 to September 2007. From 1976 to 1982, "What? Where? When?" games took place at the Ostankino TV center bar, and since 1990, all games of the television elite club "What? Where? When?" are held at the Hunter's Lodge in Neskuchny Sad. Television in Kyrgyzstan began in 1958, associated with the construction of the television tower in Bishkek. As of 2020, television remained the primary means of information for the residents of Kyrgyzstan (Zhumagulova, 2010). The largest television and radio broadcasting company in Kyrgyzstan is the state-funded KTRK (also known as the National Television and Radio Corporation of the Kyrgyz Republic, OTRK) - the largest broadcasting corporation in the Kyrgyz Republic. The organization unites TV channels such as "National First Channel," "Music," "Balastan," "Madaniyat Tarikh Til," "KTRK Sport," "Ala-Too 24," radio stations including "Birinchi Radio," "Kyrgyz Radiosu," "Miñ Kıyal FM." The corporation also includes the Republican Radio and Television Center and the studio "Kyrgyztelefilm." KTRK has a history of over 80 years and, as the flagship of domestic television broadcasting in the country, played a key role in its development. It has captured and broadcasted all significant events during the transformation of Soviet Kyrgyzstan into modern independent Kyrgyzstan (Zhumagulova, 2010). The first private radio and television company in independent Kyrgyzstan was "Piramida." Subsequently, other entities like "Koort," "Vosst," "Asman-TV," NBT (Independent Bishkek Television), "Mezon-TV" and "Keremet" in Osh, and "Osh-TV" emerged in the market . After the events of the "Tulip" revolution, new channels like "Pyaty Kanal," "Echo Manas," and "ElTR" appeared .

For many residents in rural Kyrgyzstan, participating in the intellectual quiz "Akyl Taymash" on UTRK became a real opportunity to enter one of the country's best educational institutions. In the format of a popular TV game, students reinforce the knowledge acquired at school, train logical thinking and resourcefulness, broaden their horizons, and demonstrate what they have learned in school lessons. The game's tasks are presented in the form of quiz questions.

The "Akyl Taymash" game is held with the support of surgeon traumotologist Alymbek Suyorkul uulu from Talas city, Kyrgyzstan. The goals of the game are to create conditions for students to choose future professions. The winning team gets the chance to go on an excursion to higher educational institutions in Bishkek, get a closer look at universities for future career choices, expand their horizons, showcase erudition, and demonstrate the ability to act in the given choice conditions. A brief description of the game is as follows: 5 participants, 1st round consisting of 15 questions from various subjects and disciplines with multiple-choice answers. 2nd round consists of tasks in 5 disciplines: Kyrgyz language, Kyrgyz literature, history of Kyrgyzstan, biology, and questions in category "A" (where all answers start with the letter A). Participants choose one category of questions and answer them. Participants with the highest scores from the first and second rounds can proceed to the third round. In the third round, only 2 participants who achieved maximum scores participate, while others exit the game. The 3rd round of the game consists of 3 logical questions. The participant who answers the logical questions correctly advances to the superfinal. Game rules are given to participants in advance. A qualifying round is held before each stage. Answers are immediately evaluated by the hosts, who check the correctness. At the end of the game, results are summarized. The host delivers a concluding speech, awards the winners, and all participants in the game.

On the ElTR channel since 2022 is broadcasted the quiz game "Tez Tap." This TV game uses the online application Kahoot, allowing more than 1000 people to participate simultaneously. The quiz comprises 10 questions from various fields of activity, covering different subjects from the school curriculum (mathematics, biology, geography, physics, Kyrgyz language, English, etc.). At the beginning of the TV game, a QR code for the game is shown on the screen, allowing participants to join the online game. Participants are given 1 minute to join the game, and then the hosts start the game. After each question, the names of participants who answered correctly and quickly are displayed on the screen, demonstrating the lucidity of the game. At the end of the TV game, the first five participants are awarded prizes. The TV game lasts approximately 40 minutes and has already built a steady audience. There are many game formats like this, but not all of them maintain high viewership ratings and attract advertising clients as this game.

Language is a means of communication and belongs to all participants in communication and even in a sphere of technology. The term "language", understood in a broad sense, can be applied to arbitrary sign systems, although more often it is used for narrower classes of sign systems. Close attention to the language of the information space is determined by its main role - to be a means of communication. As it was written above, in the current media, media texts are an instrument of global influence on the mentality, value systems and culture of language use, therefore, violation of literary norms, a large number of grammatical errors observed in the media, negatively affects the level of speech culture not only of native speakers, but also for language learners. The language of the media and gaming technology are important bridge between culture and people. All languages of the world are rich in their own way and all languages in the world tend to change. Every year, neologisms, new formations in the field of youth slang, and borrowings from other languages appear. And the media technologies play a big role in this. For example, the modern Russian language is already very different from the language of A.S. Pushkin.

Is the Russian language enriched by such modifications or, on the contrary, is it deteriorating? And what role does the media tools play in the development and preservation of linguistic traditions? Borrowings with the introduction of the Latin alphabet and various graphic symbols have filled the media: headlines of newspapers, magazines, titles and names of gaming technologies, advertising on television, radio, signs with the names of cafes, restaurants - all this is filled with "slang" words. What is all this for? Maybe society wants to be more original or more fashionable. But these "broken" borrowed words play a role in the preservation of linguistic traditions. A number of the most popular cafes and restaurants operate in the city of Osh and throughout Kyrgyzstan. In the Google search "Note for Travelers," a list of cafes and restaurants comes up and almost 50% are in foreign or broken languages. For example: cafe "Café Zhyz-Byz", Ovest-to, Toomanbar, Sohobar, Banzay, Borsok, etc. Let's take the name "Boorsok" for discussion. Boorsok is a traditional dish of the Kyrgyz people, which is always prepared for the festive table. Such strange inscriptions on posters and on the Internet and signs on the walls of the Boorsok cafe chain. Why not to write this word in Cyrillic. Such inscriptions seem to hurt the eyes. It becomes unclear what they want to achieve with this, why they treat such traditional words of the national language so frivolously. Let's take modern English for discussion regarding the role of the media in the development of language processes. Everything that the viewer sees on TV seems to him to be happening before his eyes, right now, this very minute. He feels like a participant in the events. That is why the use of television media makes the process of teaching foreign languages more lively, convincing and emotional (Yurovsky & Ya, 2002, p. 112). As already noted, the interlinguistic level involves the study of the mechanisms of interaction between languages, in particular the methods of borrowing lexical units, the functional and stylistic specificity of borrowings, and the mutual influence of communicative and broadcast styles. In the conditions of the information society and digitalization, linguistic influence is most actively carried out through the channels of mass communication; the dominant impact of English-language media speech on the global information space, including on Kyrgyz society, is clearly visible when analyzing the relevant media discourses.

The impact of Anglo-American mass media on Kyrgyz media is noticeable both at a high level of content and at the level of language. Widespread distribution of English-language samples of television and radio production, copying (both licensed and unlicensed) of format and content, a powerful wave of English borrowings, imitation of communication and broadcasting styles - all these are characteristic features of modern Kyrgyz media texts. One of the most striking examples of English-language media influence on the format and content of mass media texts in Kyrgyzstan are programs modeled after well-known Western programs. Thus, many popular projects on Kyrgyz television are analogues of well-known Western television shows. For example, "Voice" is an American version of the television vocal competition format that is successfully running in many countries around the world. In Kyrgyzstan, "Asman" is the Kyrgyz version of this vocal competition.

Some innovative technologies are universal software systems focused on solving problems in the field of automation, modernization of the educational process, giving the teacher a convenient and flexible learning tool; Innovative technologies - obtaining a new or efficient production of an existing product, product, technique, new or improved technological processes. Electronic library defined as an ordered collection of heterogeneous electronic documents (including books, magazines) equipped with navigation and search tools. This can be a website where various texts (more often literary, but also scientific and any others, up to computer programs) and media files are gradually accumulated, each of which is self-sufficient and can be requested by the reader at any time. An "open library or electronic library" is a library where you can find a lot of materials distributed under an open license, which gives you the right not only to freely use, but also to modify, study and process these materials. Everyone can find various textbooks, video-audio materials, rare books from library archives and dissertations on the sites of electronic libraries. Also, all these materials are available in electronic form and for download.

At the moment, the following software technologies are actively used in the educational process of "Osh State University": "Electronic Library System of Osh State University" https://ibooks.oshsu.kg/. Such resources of these modern technologies are known not only to employees and students of Osh State University, working with these systems, but also foreign specialists coming to our country who visit Osh State University. This electronic library is a management system for high-tech electronic textbooks. Therefore, you can use all electronic resources and technologies both in the classroom (computer class) and remotely, via mobile phone or tablet. In this way, students can learn independently with the help of a modern innovation system.

Today, any gadget user with an Internet connection can easily install various software applications for working with electronic textbooks from the website of many educational organizations on their computer or phone in Kyrgyzstan. Developed (advanced) opportunities for educational material, including various types of self-control and support for any multimedia information, allow you to create effective tutorials in various disciplines. Multimedia is a form of communication that combines various forms of content, such as text, audio, images, animation, or video, into a single presentation, as opposed to traditional media such as printed materials or audio recordings. Popular examples of multimedia include video podcasts, audio slideshows, animated shows, and movies. Tutorial files can be protected with individual installation keys, which makes it possible to use them commercially. Such systems manage high-tech electronic textbook. The main principle underlies such a teaching aid: the main emphasis in the approach is on INTERACTIVITY - the ability of an electronic textbook to interact with a student, so the student can analyze his actions and work results, or choose other alternative options for studying educational material, i.e. on feedback that printed textbooks and their electronic counterparts in well-known formats such as Word, PDF or web page format cannot provide. In advanced books one can see a sufficient interactive approach. For example, all textbook material is packed into one file, including multimedia data (video and audio files) and tests for self-control, exercises and other related files, in other words, the student can interact with the textbook. The next type of resource is undoubtedly a new innovative technology in learning English. The benefits of these resources are felt by every user learning a foreign language. Online tests have advantages for e-learning courses. There may be hesitation about the accuracy, validity, security, integrity, and quality of online testing. However, this type of assessment offers so many benefits for online learners and educators, mostly in terms of administration, grading, that it deserves a closer look:

1) Students can take multiple short tests throughout the e-Learning period. Tests can be personalized and tailored to each student.
2) Multiple choice tests (such as multiple choice or True/False) can be graded instantly, allowing students to see how they did on the test at a glance, and online instructors to make real-time changes to instructions based on the data. This allows teachers to spend more time giving feedback to students rather than reading and checking papers.
3) Voice feedback tools such as Kaizen or a built-in feature inside the LMS allow teachers to provide voice responses to tests or other assignments, which is convenient for both the teacher and the student. Online tests offer many opportunities for versatile assessment of students: synchronous and asynchronous tests, using special online platforms and without them, in real time, and with the ability to download and take the test at a convenient time, as well as using various devices (phone, tablet or laptop).
4) Such tests are especially important for final assessment, which determines whether a student graduates, moves to the next level or receives a certificate.

Today's time is the time of free access to any information technologies, in a few seconds, you can get an answer to any question. Dictionaries and encyclopedias are becoming so popular. For students, the process of obtaining additional knowledge, preparing for seminars, writing essays, etc. has been simplified. Nevertheless, there is not

enough educational material that does not analyze and does not require active user actions, but users achieve the goal. The advantages of innovative technologies described above are aimed at the ability to present the studied material in the most cognitively beneficial form, including the possibility of multiple presentation of the same material in order to achieve the goals of the teacher and the student. Information technologies (IT), also - information and communication technologies - processes that use a set of tools and methods for collecting, processing, accumulating and transmitting data to obtain information of a new quality about the state of an object, process, phenomenon, information product. In addition to this, the mechanism of our virtual textbooks is equipped with tools that allow you to turn ordinary content into presentational learning material. These are context-sensitive pop-up windows, means of sound support for arbitrary text fragments, means of focusing attention on individual fragments of material, hiding and showing secondary and auxiliary information, the possibility of alternative presentation of individual information elements, etc.

Online tests are a kind of presentation of educational technologies that allows you to organize the process of consolidating knowledge and establishing a connection between knowledge, skills and reflexes that are required for a solid assimilation of the acquired knowledge. Online tests are a kind of "knowledge recorder and checker", most often representing interactive exercises on the previously covered material. Specific benefits include the following:
- no time limits for completing tasks;
- the student can take a test to strengthen knowledge at any time;
- after the completion of the work, the user does not get a mark but rather receive a formative assessment, a recommendation for further actions; Having no time limits, the user calmly passes the online test, while knowledge is recorded, which confirms the effectiveness of these resources.

Finally, the teachers and students of Osh State University were interviewed on the topic «Game technology of Mass Media in learning English language». The results were illustrated by the following diagrams:
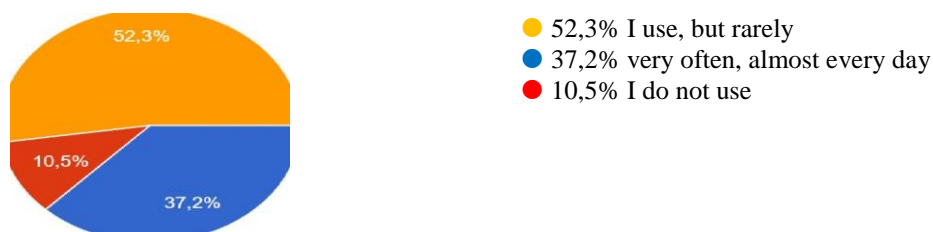

● 52,3% I use, but rarely
● 37,2% very often, almost every day
● 10,5% I do not use

Figure 1. How often do you consume mass media content related to gaming technology? (e.g., video games, sports, gaming news, etc.)

● 47,7% movies, TV series
● 37,2% games
● 10,1% I do not use anything from the list
● 1% courses
● 1% movies, doramas, cartoons
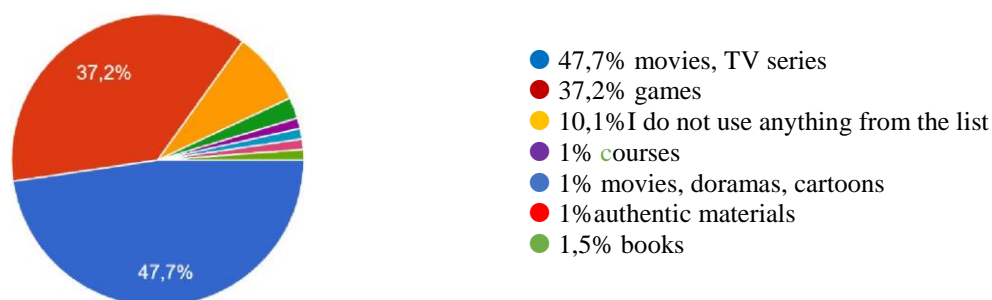● 1% authentic materials
● 1,5% books

Figure 2. What types of gaming materials of mass medis (movies, TV series, games, etc.) do you prefer to use in learning English language and culture?
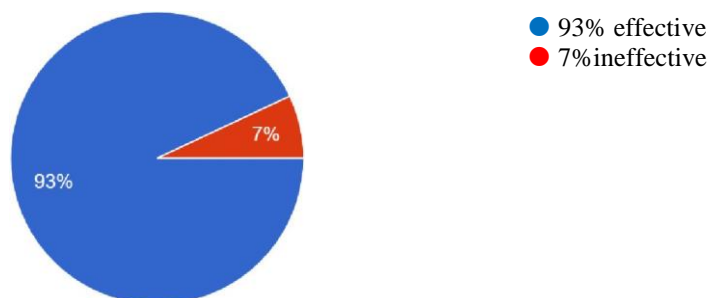

● 93% effective
● 7% ineffective

Figure 3. How do you evaluate the effectiveness of using gaming situations of media materials for learning languages?

● 38,8% all skills
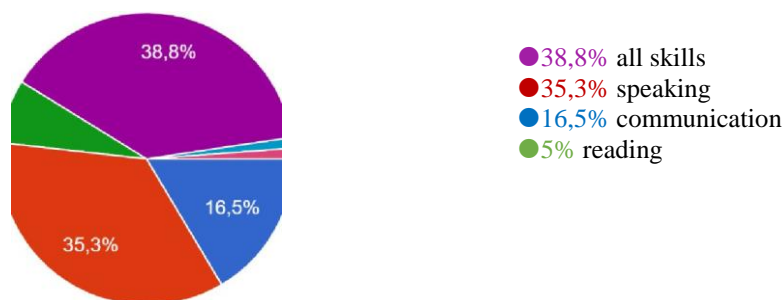● 35,3% speaking
● 16,5% communication
● 5% reading

Figure 4. What skills (listening, reading, speaking, writing) do you think are particularly developed when using gaming situations of media materials?

● 62,8% social interactions
● 19,8% cultures
● 10,5% not essential
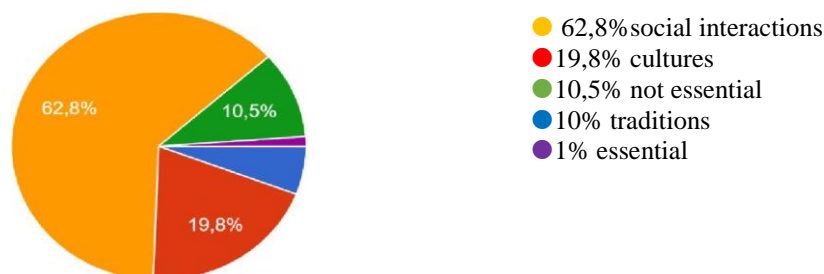● 10% traditions
● 1% essential

Figure 5. What aspects of culture (traditions, customs, social interactions, etc.) do you consider important in game situations presented in media materials?

Conclusion

Based on the questionnaire survey, it can be concluded that game technologies of mass media can be very useful in learning languages and in education in general as they help to make the learning process more interesting, desirable, motivating and effective. 52.3% of 88 teachers use media game elements in their lessons, 36.9% use online platforms, 47.7% recommend movies in English, 93% of teachers rated the application of media game materials highly effective, 39% rated the effectiveness of improving all skills through media materials in learning English. There is a list of popular gaming technologies that can be used when learning English:

1. Word Games: Word games such as crosswords, scanwords, riddles and anagram games help develop vocabulary and improve word knowledge.
2. Mnemonic Games: Mnemonic games help you memorize new words or phrases by making associations or creating fun stories related to those words.
3. Role Playing: Role playing allows students to practice speaking skills using real or fictional situations.
4. Listening games: Listening and understanding of English speech can be developed through audio games, podcasts or dialog games where students have to listen and answer questions.
5. Grammar games: Many games develop grammar skills such as sentence formation, correct use of tenses, subject-verb agreement, etc.
6. Computer games and apps: There are many educational computer games and mobile apps that help you learn English through interactive tasks, puzzles and tests. A computer game is a computer program used to organize gameplay, communicate with partners in the game, or act as a partner to practice speaking . Computer business game puts forward imitation-practical tasks to the participants, promotes the development of intelligence and solving practical problems on the basis of the theory of preferences (Narkulova ,2010).
7. Reading games: Reading games such as quizzes, crossword puzzles, or games related to the text being read help develop reading skills and English comprehension.
8. Writing games: Various games such as making stories, writing letters or essays help to develop writing skills and competent presentation of thoughts.

These are just a few examples of game elements that can be used when learning English. Games make the learning process interesting, allow students to actively participate and motivate them to apply new language skills in practical situations. Thus, the questionnaire data shows that the use of media game materials very often give effectiveness and improve all skills: speaking, reading, writing and listening, which is very important in the development of personality.

The main principle of gaming technologies is to ensure the receipt of constant, measurable feedback from students, providing the opportunity to openly correct errors, as a result, rapid mastery of all functional learning capabilities and step-by-step immersion in the learning process. Another method of gamification is to create a story, a learning outcome, that accompanies the gamification process. This helps to create a sense of belonging, contribution to a common cause, and interest in achieving some imaginary goals. We can say that education is already partly gamified. So, for example, at the university you completed the exercises and assignments in class correctly - you received a good grade, you made a number of mistakes, you didn't complete your homework, you don't answer during the class - you earned a bad mark. And also at the end of each academic year, the level of knowledge is checked and the transition to another "level or stopping in place (losing)." Portraits of the best "gamers" look proudly from the honor board. The best players don't stop there; they move to an even higher level. After all, any lesson can be turned into a game and a real celebration can be arranged. Game technologies of mass media in online education have a number of advantages:
-encourage creativity;
- help to find meaning in monotonous everyday study;
- increase the level and quality of knowledge;
- develop cooperation skills, allow you to gain positive experience of teamwork;
- help to experience failures less painfully than in the traditional form of training;
- establish a high level of motivation for results;
- create a comfortable atmosphere for all students, regardless of their level of knowledge.

Below we will give examples from my practice of using gaming technologies of mass media at different stages of the educational process:

1) Before going through new material, you can test students using online Quizziz on the topic of the lesson. This technology has ready-made questions-games that can interest the audience and help start the lesson in an exciting way. You can also create your own quiz by writing down and registering questions on the site. Currently, there are a lot of free online educational services that allow you to conduct quizzes or allow you to use ready-made quizzes. With the help of such ready-made, free online quizzes, increase the level of student involvement in the learning process.

2) When summarizing and repeating a block of studied topics, you can use an online game-competition. An online game-competition is the subject of research into the pedagogy of online games, which in turn is part of media pedagogy or media education (Dobychina, 2014). To conduct such games, I select games in advance that require testing students' knowledge, like Kahoot. Kahoot is a popular learning platform for quizzes, test creation, and educational games. This gaming platform is more convenient to use as a mobile application, so it is very suitable for students who have mobile phones with an Internet connection.

3) Consolidation of the studied material can also be carried out with elements of the game technologies. For example, you can run a mini quiz. Quizzes are one of the most common eLearning templates for many online courses. All topics and stages of the material covered are put up for discussion. For example, if I have a beginner group, then I use this platform to test knowledge https://www.gamestolearnenglish.com/reveal/. The students' task is to complete as many tasks as possible. Games to learn English is the easiest to use and multifunctional game where all the functions of gaming activities are included. There are games that develop speaking skills, improve knowledge of English grammar, games to fill out vocabulary and develop students' logical thinking.

Innovative technologies in lessons teach students to organize their activities, the ability to think, competent and meaningful reading, the ability to cooperate and get the result of learning on their own. Game-based media situations vary from traditional educational games and non-game-based e-learning in that they use the motivational techniques of entertainment games to achieve their educational goals. The techniques of such technologies give students the opportunity to express their point of view on the topic being studied freely, without fear of making mistakes and being corrected, to record all statements, expand their vocabulary and use the acquired knowledge in life. Many students like to work independently: use e-libraries and check their knowledge by online tests, because they get more of the necessary knowledge and use that skills in their life. Thus, they quite often use some kind of story and parasocial relationship between the player and a non-player characterto begin the learning process. As the great psychologist Vysotsky wrote, play leads to development. If we want to teach lessons comprehensively and harmoniously, it is necessary to apply game elements of media, because it gives us the opportunity to observe how students apply their knowledge and skills in practice and in their life.

Recommendations

Thus, in the context of digitalization, the role of the media technologies in the development and terms of education processes is enormous, since the media has a new task: to show the importance of values for the successful formation of a new reality, to contribute to the development of an adequate culture, to form the values and norms that underlie the social transformation of society and language. So, the technologies of mass media are one of the powerful tools with which you can influence the values of the past and present.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPSTEM Journal belongs to the authors.

Acknowledgements or Notes

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