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GAME APPROACH IN TEACHING WHEN USING ENGLISH AS A MEDIUM OF INSTRUCTION

The use of English as a means of teaching academic subjects is becoming more and more significant in Ukrainian universities [1].

English as a medium of instruction (EMI) can have several advantages. English is one of the most widely spoken languages in the world, and using it as a medium of instruction can facilitate communication and collaboration among people from different countries and cultures. Much of the world's academic and scientific literature is written in English, so using it as a medium of instruction can give students access to a wealth of resources and information that they might not otherwise have. English is often used as a language of business and commerce, so being proficient in it can open up a wide range of career opportunities in international settings. For students who are not native English speakers, using EMI can help them improve their language proficiency and become more comfortable communicating in English.

But there are several potential problems that can arise when EMI is used for non-native speakers. Non-native speakers may have difficulty understanding and expressing themselves in English, which can impact their ability to learn and participate in class. They may struggle with vocabulary, grammar, and pronunciation, which can make it challenging to comprehend lectures and communicate with peers and teachers. Even if students have a basic grasp of English, they may not fully understand complex academic concepts and ideas when they are presented in English. This can lead to confusion and misunderstandings, which can hinder their

learning. Non-native speakers may also struggle to understand cultural references and norms that are embedded in the English language. This can make it difficult for them to fully engage with the material and feel comfortable in the classroom. Teachers who are not native English speakers themselves may also struggle with using EMI. They may have difficulty communicating complex ideas, explaining concepts clearly, and providing feedback to students. The use of EMI can create inequalities in the classroom, as students who are not proficient in English may struggle to keep up with their peers. This can lead to feelings of frustration and disengagement, and may ultimately impact their academic success.

Vice versa, positive emotions improve the assimilation of knowledge. Positive learning emotions include interest, curiosity, wonder, passion, creativity, engagement and joy [2]. When one experiences positive emotions during the learning process, it can activate the brain's reward system, leading to a desirable experience while enhancing focus and attention. Such emotional states can also broaden a student's perspective, allowing them to see alternatives, persist through challenges, and effectively respond to criticism and failure.

Gamification can be a useful tool for supporting English language learning when it is used as a medium of instruction. Here are a few ways that gamification can help.

Games can be highly engaging and motivating, which can help students stay interested and invested in their language learning [3]. By incorporating game elements like points, levels, and rewards, students can feel a sense of progress and achievement as they improve their English skills.

Games often require active participation and problem-solving, which can help students practice and reinforce their English language skills in a fun and interactive way. This can be especially beneficial for students who may struggle with more passive learning approaches like lectures and reading.

Games can provide a rich and immersive context for language learning, which can help students better understand and remember English vocabulary and grammar. By incorporating English language learning into game scenarios and narratives, students can practice using English in context and develop their language skills in a more natural and meaningful way.

Games can promote collaboration and competition among students, which can encourage them to work together and support each other's learning. By playing games together, students can practice communicating in English and develop their teamwork and social skills.

We want to share our experiences of teaching disciplines as "Web-design", "Fundamentals of technologies" and "Computing equipment and microcontrollers" in the EMI-format.

Such games as puzzles, crosswords and grouping of synonyms help to consolidate terminology. The "find a pair" task is well suited for memorizing equipment and technological processes.

Working in randomly created groups improves communication skills.

The task of listening to the material and then affirming or denying certain statements increases students' attention.

The game approach in classes does not replace classical learning, but it helps to get positive emotions and reduce the anxiety of students studying according to the EMI-format.

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