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EDUTAINMENT IN THE CONTEXT OF MODERN PEDAGOGICAL THEORY: SYNTHESIS OF EDUCATION AND ENTERTAINMENT

The article reveals the essence of one of the most interesting and at the same time the most effective approaches to learning, which is Edutainment, which combines educational tasks with elements of entertainment formats. Using the Edutainment method in the educational process allows you to rethink traditional approaches to education, adapt to modern technologies and the needs of applicants for education.

The tasks necessary for the synthesis of learning and entertainment elements are taken into account, which include the following: consideration of pedagogical concepts and theories based on the principles of interaction, person-oriented learning, interactivity, etc.; thorough analysis of the needs of education applicants, their interests and level of knowledge for the development of Edutainment content; familiarization with Edutainment technologies, their forms; application of the VAK approach; choosing materials that will appeal to learners and integrate educational tasks into an entertaining form.

The advantages of the Edutainment method in learning English are identified, among which the following are highlighted: interest and motivation, learning through context, development of auditory perception skills, learning in a natural way, studying cultural aspects, expanding vocabulary, forming natural speaking skills, combining entertainment and learning, etc. Various types of tasks based on the concept of Edutainment for teaching English to higher education applicants specializing in "Information Systems and Technologies" are considered, aimed at stimulating the interest, motivation and professional development of applicants for education, while at the same time contributing to increasing their level of mastery of specific vocabulary and terminology in this field. A detailed description of the "Tech Talk Show" task, which was performed by applicants for higher education specializing in "Information Systems and Technologies" in a practical English class, including the setting of the task, the purpose of the task, and the steps of the task, is offered.

Key words: *Edutainment, applicant for education, advantages of Edutainment, foreign language, task.*

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EDUTAINMENT В КОНТЕКСТІ СУЧАСНОЇ ПЕДАГОГІЧНОЇ ТЕОРІЇ: СИНТЕЗ ОСВІТИ ТА РОЗВАГ

У статті розкрито суть одного з найцікавіших і водночас найефективніших підходів до навчання, яким є Edutainment, що поєднує в собі освітні завдання з елементами розважальних форматів. Використання методу Edutainment у навчальному процесі дозволяє переосмислити традиційні підходи до навчання, адаптуватися до сучасних технологій та потреб здобувачів освіти.

Враховано завдання необхідні для синтезу навчання та розважальних елементів, які включають наступне: розгляд педагогічних концепцій та теорій, які базуються на принципах взаємодії, особистісно-орієнтованого навчання, інтерактивності тощо; ретельний аналіз потреб здобувачів освіти, їхні інтереси та рівень знань для розробки змісту Edutainment; ознайомлення з Edutainment-технологіями, їх формами; застосування VAK підходу; вибір матеріалів, які сподобаються здобувачам освіти та інтегрують освітні завдання у розважальну форму.

Визначено переваги методу Edutainment при вивченні англійської мови, серед яких виділено наступні: зацікавлення та мотивація, навчання через контекст, розвиток навичок слухового сприйняття, навчання природним способом, вивчення культурних аспектів, розширення словникового запасу, формування природних навичок мовлення, поєднання розваг і навчання тощо. Розглянуто різновиди завдань на основі концепції Edutainment для навчання англійської мови здобувачів вищої освіти спеціальності «Інформаційні системи і технології», спрямовані на стимулювання інтересу, мотивацію та професійний розвиток здобувачів освіти, сприяючи водночас підвищенню їхнього рівня володіння специфічною лексикою та термінологією в даній галузі. Запропоновано детальний опис завдання "Tech Talk Show", яке виконували здобувачі вищої освіти спеціальності «Інформаційні системи і технології» на практичному занятті з англійської мови, включаючи постановку завдання, мету завдання, кроки завдання.

Ключові слова: *Edutainment, здобувач освіти, переваги Edutainment, іноземна мова, завдання.*

Formulation of the problem. Ukraine has chosen a clear and unwavering course for European integration, which is an important strategic decision for the country aimed at improving its position in the world, strengthening democracy, the economy, and raising the standard of living of citizens. Since gaining independence, Ukraine has taken significant steps towards deepening cooperation with the European Union, which is reflected in a series of reforms that the country is implementing based on European standards and values. These reforms concern various aspects of the country's life, including language policy. Thus, Draft Law No. 9432, proposed by President Volodymyr Zelenskyi and adopted by the Verkhovna Rada on November 22, 2023, aims to officially establish English as one of the languages of international communication in Ukraine. This reflects Ukraine's intention to deepen integration with European structures and promote rapprochement with the international community, develop its ties with global partners, and promote the expansion of opportunities for international communication, trade, and cultural exchange. Therefore, the problem of using effective methods of teaching English appears before the English language teaching methodology. In our opinion, comprehensive approaches are needed that take into account the individual needs of applicants for education, teacher training, and access to quality educational resources and technologies. At the current stage, many different methods of teaching a foreign language, in particular English, have been researched and developed, which contribute to the improvement of all types of speech activity (speaking, listening, writing, reading). We should note, first of all, interactive teaching methods that stimulate applicants for education to actively participate in the learning process, contributing to the formation of communication skills and effective learning of speech structures. After all, the use of video lessons, interactive exercises, webinars and online resources increases the motivation to study and provides a deep understanding of the language. In our research, we will focus on one of the most interesting and at the same time effective approaches to learning English, which is Edutainment, which combines educational tasks with elements of entertainment formats. Thanks to the combination of education and entertainment, modern pedagogy creates new horizons for learning, using interactive methods aimed at activating the intellectual efforts of applicants for education.

Analysis of the latest research. Investigating the issue of using Edutainment in the educational process, and in particular for learning foreign languages, we found a lot of works by both domestic and foreign scientists, which indicates a growing interest, as well as a constant need for the latest approaches to learning.

The importance and peculiarities of the use of Edutainment technology in the educational process, as well as the theoretical and practical aspects of its use, were revealed in their scientific works by A. Mykhaliuk, I. Sukhopara, M. Tymoshchuk, S. Khivrych, T. Leshchenko, and M. Zhovnir.

Investigating the problem of using Edutainment in foreign language learning, Chumak N.A. and Andriienko T.P. pay attention to the new challenges faced by the foreign language teacher in the classroom with applicants for education of generation Z, that is, the generation considered to be "digital aborigines", born in the age of unlimited access to the Internet (Chumak & Andriienko, 2020). Foreign scientists E.G. Rincon-Flores and B.N. Santos-Guevara examine gamification in online learning and its impact on learners, arguing that gamification helps motivate learners to actively participate and improve their performance, and promotes the link between attention, participation and performance (Rincon-Flores & Santos-Guevara, 2021).

Pointing out the significant advantages of using Edutainment, Z. Okan at the same time claims that

equating learning with fun suggests that if students are not enjoying themselves, they are not learning. In other words, learning becomes an obstacle that learners need to overcome (Okan, 2003).

The purpose of our research is to reveal the role and potential of Edutainment in the context of modern pedagogical theory in order to reveal the possibilities of the synthesis of the educational process and entertainment elements to improve the quality of learning and stimulate the interest of applicants for education.

Presenting main material. Modern pedagogy, based on the concept of Edutainment (from the English words "education" and "entertainment"), seeks to combine effective teaching methods with elements of entertainment and interactive educational content. The main point is to make learning more interesting, attractive and effective for learners in today's digital world. The use of Edutainment in the educational process allows us to reconsider traditional approaches to education, adapt to modern technologies and the needs of applicants for education. This contributes to improving the assimilation of the material, increasing the level of education applicants' involvement in the lessons, and forming a comprehensive education system that takes into account the individual characteristics of each student. A.M. Mykhaliuk defines Edutainment as "innovative educational technology, which consists of technical and didactic teaching means, based on the concept of learning through entertainment, aimed at the transfer of knowledge, experience and ensures the formation of skills and competencies in active practical activities" (Mykhaliuk, 2023). Edutainment is based on theories of active learning, where learners actively interact with the material through game-based methods and various forms of digital content. This pedagogical concept aims not only to transfer knowledge, but also to stimulate motivation to study the subject, development of creative and analytical abilities.

Applicants for education of the new generation differ from the previous ones in their unique focus on technology, access to a large amount of information and the desire to actively interact with the educational process. As N.A. Chumak and T.P. Andriienko rightly point out, "they like to experiment, prefer visual learning, are good team players, skilled at multitasking, choose game learning from among other forms, because they quickly get tired of focusing their attention on the same task. Taking this into account, the teacher must adjust the educational process in teaching a foreign language in such a way as to meet the requirements of the new generation Z in education" (Chumak & Andriienko, 2020). Taking into account these features, the approach to education

of the new generation learners requires adaptation to their needs and ways of perceiving information. Firstly, since modern applicants for education are more inclined to cooperate and exchange ideas, therefore, the pedagogical approach should promote their active participation in the learning process, using projects, group work and dialogue. Secondly, the new generation of education applicants is highly technological and open to the use of digital tools in education. The use of online resources, multimedia materials, video lectures, and interactive platforms is an effective way of attracting their attention and improving the assimilation of the material. Thirdly, applicants for education may have different rates of assimilation of the material and a unique attitude to learning, so the approach to learning should be non-standard, flexible, allowing education applicants to choose a learning path, taking into account their individual needs and level of knowledge. Fourthly, the modern approach to learning stimulates the development of creative skills and critical thinking. Instead of simply memorizing facts, the emphasis is on analysis, evaluation and application of acquired knowledge in different contexts. Thus, the approach to teaching the new generation of education applicants consists in the use of modern pedagogical methods that promote active participation, interactivity, technological flexibility and the development of creativity and critical thinking to prepare education applicants for the requirements of the modern world. In our opinion, this is the Edutainment method, which goes beyond classic textbooks and offers unpredictable and exciting ways to master any subject, including a foreign language. Based on the very name of the Edutainment technology, many people wonder if learning should be fun or should it bring pleasure. As Z. Okan rightly observes, "without a doubt, computer technologies have great potential for improving the way of learning; through the use of online resources, learners can participate in individualized learning where they can explore and learn concepts and content that meet their specific needs; by combining text, sound, graphics and animation, computer technology enriches education in a way that traditional teaching aids such as books, videos, tape recorders, classroom discussions, role-playing games, etc. can appear irrelevant and boring" (Okan, 2003).

But at the same time, it is important not only to create an attractive form, but also to provide high-quality and valuable content. In the case of Edutainment, we believe it is important to maintain a balance between entertainment and learning. The main goal is for the game to reproduce the learning material or concept in an engaging format that promotes better assimilation

of knowledge. A balanced entertainment moment that does not dominate the educational aspect allows you to attract the attention of education applicants and stimulate their interest in obtaining new information or skills. This may include the elements of challenges, puzzles, or interactive tasks that promote awareness and memorization of the material. It is important that the task is both interesting and productive from the point of view of learning or perceiving information.

In order to synthesize learning and entertainment elements, it is important to take into account the performance of certain tasks. First of all, it is advisable to consider pedagogical concepts and theories based on the principles of interaction, person-oriented learning, interactivity, individualization of learning, etc. It is necessary to carefully analyze the needs of the education applicants, their interests and the level of knowledge for the development of Edutainment content. We should also get acquainted with Edutainment technologies, their forms, analyze their effectiveness and possibilities in the context of the educational process. Moreover, it is important to apply the so-called VAK approach, that is, a combination of visual content, audio trigger (for example, a charismatic speaker), kinesthetic exercises. When applying all three elements in education, it is possible to achieve the maximum attention of the audience (Kushniruk, 2021). Certainly, the impact of Edutainment on learning should be traced by observing the success, motivation and the development of creativity of learners as a result of using Edutainment.

To maximize the effectiveness of Edutainment, it is important to choose materials that appeal to applicants for education and integrate educational tasks into an entertaining form. In general, we believe that combining Edutainment with the practice of communication and traditional learning will help create a comprehensive approach to learning a foreign language and fully reveal the advantages of Edutainment technology.

From our own experience of using Edutainment to teach English to applicants for education, we can highlight its following advantages: *interest and motivation* (an entertaining approach encourages and motivates applicants for education, as the material is interesting and exciting); *learning through context* (Edutainment allows you to learn the language in real situations, and lexical material in the context of entertainment material makes it easier to understand and remember); *development of auditory perception skills* (the use of audio and video materials helps to develop listening skills); *learning in a natural way* (Edutainment provides an opportunity to learn the language of real communication by listening to different accents, speaking styles, different tempos, etc.); *learning about cultural aspects* (for example, films reflect cultural features and nuances of speech, which can be useful for gaining a full understanding of the English language and culture); *vocabulary expansion* (Edutainment helps to learn new words and expressions in a natural context, which makes it easier to remember and use); *the formation of natural speech skills* (imitation of the speech of characters in films or other audio or video materials helps to develop the skills of correct pronunciation and expression), as well as *the combination of entertainment and learning* (Edutainment allows you to combine the useful with the pleasant, making learning effective and pleasant at the same time), etc.

We offer to consider the types of tasks based on the Edutainment concept for teaching English to applicants for higher education specializing in "Information Systems and Technologies". These tasks are aimed at stimulating the interest, motivation and professional development of learners, while at the same time helping to increase their level of mastery of specific vocabulary and terminology in this field.

1. Tech Talk Show (students can create and conduct a technical talk show where they discuss the latest achievements, new technologies or IT trends; this activity will help them improve their skills in speaking and presenting in English using specific IT terminology).

2. IT Vocabulary Games (vocabulary games such as crosswords, word searches or "Jeopardy" with IT-related terms; such games help consolidate IT vocabulary in a fun and interactive way).

3. IT News Reporting (applicants for education prepare reports on the latest IT news; this task improves presentation skills).

4. Tech Debates (it is possible to organize debates on controversial IT topics, where applicants for education argue for or against a certain technology, practice or problem; debates promote critical thinking and clear expression of ideas using IT terminology).

5. IT Podcast Creation (learners create a podcast discussing various IT concepts, tools or technologies; this task improves their listening and speaking skills and introduces them to IT terminology).

6. Role-Play Scenarios (teachers create role-play scenarios related to IT situations, such as troubleshooting, customer interaction or work meetings, job interviews or how to prevent cyber security, etc.; this activity helps learners improve their communication skills , using IT terminology in realistic contexts).

7. Tech Blogging (applicants for education can be asked to write a blog post on a popular IT topic or technology they are interested in; this task improves their writing skills and encourages them to research and use specific IT terminology).

8. Virtual Tech Exhibition (applicants for education are offered to create a virtual exhibition that presents various IT innovations or projects that interested them, or a presentation on the topic of the lesson using animation elements, etc.; this activity includes research, presentation and use of IT terminology) .

This list of tasks can be continued, but the choice of activities by teachers and learners should, first of all, be aimed at optimal activation of acquired knowledge in accordance with a specific subject. For each of the proposed tasks, it is necessary to develop a step-by-step scenario, instructions, and set goals that must be achieved during its implementation. We offer a detailed description of the *"Tech Talk Show"* task, which was performed by applicants for higher education specializing in "Information Systems and Technologies" in a practical English class.

Task statement: create your own interactive talk show, where applicants for education discuss and present in English the latest technological news, innovations or projects in the field of IT.

The purpose of the task: development of language and speech skills in the English language in the context of IT.

Task steps:

1) creation of talk shows team (applicants for education are divided into teams and choose roles: host, expert, journalist, etc.);

2) discussion of current topics (for example, the hacker attack on Kyivstar, how to prevent cybercrimes, etc.);

3) preparation and presentation (each team prepares a short presentation on the topic, using terms and expressions in English; the host asks questions, experts answer, and journalists report on news and interesting facts);

4) interactive elements (add video elements to the discussion topic or conduct a quiz to guess terms by their definitions);

5) summaries (discuss the completed task, express comments and evaluate the work of the applicants for education).

By thinking about such tasks in advance, the teacher compiles a lexical minimum of terms and expressions for use by applicants for education.

Conclusions. Edutainment, as a synergistic approach to learning, opens up new opportunities to involve applicants for education in the process of acquiring knowledge, by using game, interactive and multimedia tools. Taking into account the positive impact of Edutainment technology on education applicants, we consider it appropriate to use it in the study of educational disciplines, in particular, the English language. However, the entire educational process should not be reduced to a game. Therefore, we consider it advisable to follow a combined approach in the educational process, that is, using Edutainment together with traditional methods, such as theoretical elements, practical exercises, homework, etc. Regarding the perspective of further research, we suggest to investigate and analyze in more detail the influence of Edutainment technology on effectiveness in learning English.

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