DIALOGUE SOCIAL SCIENCE REVIEW

Gamification is a Teaching Method: A Qualitative Approach in the Literature

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Abstract
Gamification is the use of games and game-related techniques outside of sports contexts. To improve work hours and engagement, it is utilized in corporate and employee training contexts. By employing enjoyable techniques, it also speeds up the results of an activity. Gamification is an effective approach in terms of results since it serves as a means of both learning and relaxation. Since it encourages individuals to put in more effort, the majority of people view it as more than a reward. Modifying game rules and implementing them in non-gaming contexts is another form of gamification. It is a method of teaching, involving, inspiring, and motivating pupils in an academic setting. To encourage and pique their interest in the subject, it is especially utilized when teaching mathematics. It keeps the pupils engaged and productive as they study Mathematics. Gamification in academic context is a way of learning, engaging, encouraging and motivating for students. It is specifically used for learning mathematics to motivate and arouse their interest in the said subject. It keeps the students to actively involved and functional while learning mathematics.

Keywords: Gamification, Teaching Method, Qualitative Approach

Introduction
According to Kiryakova, et al., (2014) Gamification is one of the learning methods too modus operandi that growth impulse also arrangement of beginners. The goal of the present grind is to education too current the landscape too aids of gamification also to run particular intelligent by what means to tool it in training. Kiryakova say Gamification is a real approach to create helpful alteration in students' show also cheek nearby data, to progress their impulse plus date. The effects of the modification are

reciprocal in that they have the potential to influence students' performance and comprehension of the course material as well as establish favorable circumstances for a successful learning process.

Applying game design aspects and ideas to instruction in order to boost pupil interest and engagement—which in turn helps them get learning outcomes—is known as gamification in education (Vrcelj, et al., 2023). Dichev, C., & Dicheva, D. (2017) noted that the use of game design characteristics in educational settings is a growing strategy for boosting students' enthusiasm and involvement, known as "gamification of education." The goal of the current study is to provide a more realistic picture of the research in this area by concentrating on empirical data rather than potentialities, views, or interests. This is due to the rising popularity of gamification and the mixed results of its implementation in educational contexts. The development of gamifying education is therefore under review.

Kapp 2012 showed that gamification can boost student involvement in the learning process. Game design features like feedback and storytelling were explored; feedback's frequency, intensity, and immediacy are crucial for maintaining student interest and engagement throughout the learning process, while storytelling is the game's narrative. Kapp, 2012 similarly well-known that the sense of balance in the middle of knowledge besides gameplay is a important achievement issue intended for a gasified instructive venture.

Statement of the problem
Mathematics is considered difficult and tough subject since childhood by most of the students. And they did not taking interest due to their fixed perception since childhood that it is a difficult subject. Mindset made by the students regarding mathematics also make its teaching difficult for the teachers. On the hand for learning something student's interest is needed, so in this study we are making effort to compel them for learning of mathematics by using gamification. Our statement is limited to that how can we make the subject of mathematics interesting and practical by using gamification.

Significance of the study
Gamification is the need of present time. Nowadays children taking interest in phones and games so that's why gamification need little time to develop interest of students. On the other hand mathematics is somehow difficult of teachers taught it using traditional methods, here gamification give space for using of modern teaching methods with practical tools.

Research Questions
- What is gamification in teaching learning process in the context of literature?

- How does gamification act in the teaching learning process in the views of experts through literature?

Literature Review

The practice of applying theories of game design to real-world contexts, such as business, is known as gamification. "The use of game design elements in non-game contexts" is the definition of gamification." (Deterding et al, 2011). Kevin Werbach (2013) of Gamification, according to the University of Pennsylvania, is "the application of game design principles in a business or other non-gaming context." The idea is straightforward: make daily activities and routines more interactive and game-like, from team training and hiring to product testing and sales force management, in order to make work experiences more interesting, rewarding, enjoyable, and effective. In order to engage individuals and guide their behaviors toward company objectives, Werbach emphasizes that gamification is "more than just rewards and points" and involves considering people's motivation and involvement in a "*game full way."* Indeed Brian Burke (2014a) sees is as a way to motivate people to achieve "extraordinary things".

Zicherman and Cunningham (2011) characterizes gamification as altering one's perspective and applying certain game principles "to increase the interest of learners and to solve problems." Yıldırım also attempted to explain what gamification is not (!) in this study by highlighting the fact that it is not accurate to state that gamification is present wherever that games are. He claims that the game design gets translated into non-gaming contexts during the gamification process, which has now turned into a game in and of itself. (Yıldırım, 2016).

Gamification is referred to as the elements or mechanics of a game based on a non-game context (Deterding et al., 2011). Learning has long been perceived as a laborious process in which students passively absorb all of the material from the instructor. However, the practice of learning through gaming activities is known as gamification. Gamification encourages learners' enthusiasm, engagement, and involvement, which in turn stimulates their knowledge. An educational tool or approach might be the game activity. (Dichev & Dicheva, 2017; Kapp et al., 2014).

Gamifications are broadly secondhand in education, meanwhile these approaches can advance students' exact times as well as useful helps (Brown et al., 2012). This study likewise originates that undergraduates exposed position in knowledge with gamification is in height then this technique can invite students' notice then decrease their world-weariness all through a knowledge meeting. As well, students likewise create that this knowledge technique encourages expressive knowledge besides offers the knowledge procedure keenly. Gogal et al. (2017) national that live games in knowledge can inspire schoolchildren to knowledge helpfully in an thrilling then pleasant mode.

Methodology

A qualitative research approach was used to perform the current study. A method that enables a thorough and in-depth analysis of a known occurrence is the phenomenological approach (Yıldırım & Simsek, 2011). The approach is to provide a detailed account of individual or groups' experiences (Christensen, Johnson & Turner, 2015). Therefore, the current study was conducted to learn the opinions of classroom instructors on gamification as well as the extent and intent of their use of gamification tools.

Conclusion

This research explored the purpose of gamification as a method of teaching. This study concedes that gamification is a powerful vehicle for crossing the gap between students' instinctive passion for games and their learning requirements. In today's digital world, children are interacting growingly with technology and games, gamification appears a timely and effective teaching method. The findings indicate the gamification method is productive in terms of outcomes as it is a way of refreshing as well as learning. It transforms the traditional ways of teaching into more engaging and effective teaching experience. This method requires minimal time to expand students' engagement more efficiently as compared to traditional teaching methods. Further gamification in academic context is a way of learning, engaging, encouraging and motivating for students. It is specifically used for learning mathematics to motivate and arouse their interest for the said subject. It keeps the students to actively involved and functional while learning mathematics. Despite the limitation to how can we make the subject of mathematics interesting and practical by using gamification, the outcomes suggest encouraging implications for educational purposes. The research highlights gamification as a cutting-edge teaching tool that fits with the interest and learning style of contemporary students. The research adds specified amount of data that recommends gamification tools in educational settings, especially in those subjects that students find difficult.

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