Using the "Edutainment" Technology in the Extracurricular Work of History Students at a Pedagogical University

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ABSTRACT
The article reveals the concept and essence of the technology "Edutainment", as well as the features of using this technology in extracurricular work with students, that are future teachers of history and social studies. The article presents the results of experimental research on the use of "Edutainment" technology, which revealed the following levels of interest in various types and forms of extracurricular work of students, such as critical, low, medium and high. The results of the experimental research work allowed us to conclude that the use of "Edutainment" technology helps to attract students, future history teachers, to participate in extracurricular activities aimed at improving the quality of preparation of a student of a pedagogical university for their future profession, as well as to gain valuable experience in organizing extracurricular work with students.
Keywords: *extracurricular activities, the technology "Edutainment", an interactive game on history*

1. INTRODUCTION

Modern socio-cultural conditions, the introduction of new requirements for professional training of teachers, make us take a new look at the problem of improving the quality of teacher education, the formation of a competitive specialist in the course of classroom and extracurricular work of the student.

According to V. A. Slastenin, "a teacher is not only a profession, the essence of which is to transmit knowledge, but a high mission of creating a personality" [1]. In this regard, higher pedagogical education has a special mission - to prepare a spiritual and moral, competent and professionally-oriented teacher.

Federal state educational standards of higher education "orient universities at optimizing and correcting the content of curricula and disciplines, having students participate in extracurricular activities, as well as the transformation and modernization of these activities in accordance with changes in the consciousness of the individual, they also indicate participation in self-government and other activities that are integral components of the educational space of the university" [2].

2. METHODS OF RESEARCH

Analysis of scientific pedagogical literature on the organization and conduct of extracurricular work with students (E. V. Andreeva, A. S. Andryunina, G. H. Vakhitova, N. S. Gavrilova, Zh.b. Esmurzayeva, A.M. Klyushina, K. V. Konoreva, E. V. Korotaeva, E. L. Raikhlina, L. P. Malakhova, V. V. Medvedev, A. I. Norets, L. V. Pokushalova, V. I. Popova, N. N. Rashevskaya, T. V. Sarafanova, M. N. Siraeva, I. A. Stepanova, O. N. Shalifova, etc.) allowed us to formulate the concept of "extracurricular work on the subject (history)" by which we understand a professionally-oriented, organized system of work of students and teachers in extracurricular time, aimed at expanding and deepening historical knowledge, improving subject-methodical skills, developing personal and professional growth of future history teachers[3].

Students' awareness of the importance of extracurricular work means the ability to understand the importance and usefulness of extracurricular work for their personal and professional growth.

Extracurricular work on a subject (history) is an important means of professional formation and development of a future history teacher, since within extracurricular work:

- first, the unity of training and education, alternation and harmonious combination, intellectual and creative, individual and collective activity of students are provided;

- second, conditions are created for the awareness and disclosure of students' individuality through interaction with the subjects of the educational process, for the formation and development of professional competencies of students;

- third, the process of self-education, the acquisition of new knowledge, skills and abilities, the expansion of cultural horizons;

- fourth, the student's needs for self-improvement, self-education and self-realization develop.

In order for a modern student to find extracurricular work interesting, attractive and in demand, it is necessary to use modern pedagogical technologies that combine the digital educational environment and innovative methods and techniques of working with students, which include the "Edutainment" technology.

The term "Edutainment" is formed from two English words: "entertainment" and "education" and combines two meanings: entertainment and learning. Various definitions of this concept are presented in Russian and foreign scientific literature. Thus, edutainment is understood as "digital content that combines educational and entertainment elements" [4] (O. L. Gnatyuk); "specific activities based on "simultaneous learning and satisfying one's own curiosity" [11] (Addis Michela); "a pedagogical strategy based on the deliberate connection of social order with an entertainment mechanism" [13] (Donovan Rob); "a place" where children can enjoy what they learn through sounds, videos, texts and images" [14] (Wang Yan et al.); "attracting, learning, entertainment and devotion with the help of various means of learning and taking into account certain psychological needs of students" [5] (O. O. Dyakonova), "a new philosophy of education and a technology of learning at the same time" [6] (I. G. Hangeldieva); "a technology of education, considered as a set of modern technical and didactic means of teaching, which is based on the concept of learning through entertainment" [7]; "a combination of traditional and innovative teaching methods" [8] (T. V. Samosenkova), "igrazovanie" [9] (A.V. Popov), etc.

So, summarizing the definitions of this technology in the scientific literature, we can identify its general characteristics:

- "Edutainment" is a modern educational technology based on the use of information and communication technologies;
- "Edutainment" is a symbiosis of pedagogy, psychology and multimedia technologies;
- "Edutainment" is a technology that allows us to diversify the educational process with the help of game content that can attract and engage students with an educational subject, due to the entertainment, emotional involvement, psychological comfort of students in the classroom, etc.

Based on the analysis of pedagogical literature, we have formulated the authorial definition of the concept of "Edutainment", which we understand as a modern educational technology that integrates multimedia tools, gaming and innovative methods that enable to carry out educational work through attracting and engaging students with an educational subject, activating the emotional and axiological component of educational and extracurricular activities of the teacher and students.

The analysis of scientific literature and practical experience as Deputy Dean for educational work, enabled to define the features of using the technology "Edutainment" in extracurricular work with students, which are as follows:

- the presence of a two-way interconnected process of activities of the subjects of the educational process (subject-subject communication) [7];
- "availability of comfortable conditions" [7] for the disclosure of the student's creative potential in their free time (creativity is shown, first of all, by those students who are absorbed in their activities);
- comprehensive application of modern pedagogical technologies: game technologies, information and communication technologies, critical thinking development technologies for expanding cultural horizons, systematization and generalization of students' knowledge in subject training disciplines, etc.;
- activation of the emotional-axiological component in the student's activity during extracurricular time;
- absorbing, interesting and entertaining nature of extracurricular activities (for example, the festival "Gryphon's Day", etc.) by participating in which students on the one hand organize their leisure activities, and on the other acquire valuable experience in organizing extracurricular work with students, which is necessary for the profession of "Teacher");
- increasing the student's internal and external motivation in the process of organizing and conducting extracurricular work (self-realization through getting pleasure from the results of their activities, etc.).

One of the priority tasks that the edutainment technology solves is to increase the motivation of students in the educational process of the university. According to T. V. Sapuh, "motivation consists of a complex set of external and internal factors. Internal motivation encourages us to engage in activities for the sake of the activity itself, for the pleasure of performing actions or satisfying curiosity, while external motivation includes the desire to meet the standards, recognition, evaluation, and rewards" [10]. The student's motivation is a powerful incentive for their participation in extracurricular work, and thus for gaining experience in creative activities, the formation of personal qualities, such as purposefulness, responsibility, independence, efficiency, communicability, performance, necessary for future professional activities.

3. THE RESULTS OF THE STUDY

Our research on the use of the "Edutainment" technology in extracurricular work with history students at Ural State Pedagogical University (profile "History and social studies", 36 students) was carried out in the period from 2013 to 2016.

In the course of the study, two questionnaires were conducted to determine the level of students' interest in various types and forms of extracurricular work. The survey revealed the following levels of students' interest in various types and forms of extracurricular work:

- critical (complete lack of interest in extracurricular work);
- low (interest in extracurricular work is poorly showed);
- medium (interest in extracurricular work is showed);
- high (interest in extracurricular work is strong).

The results of the survey are presented in table 1.

Table 1 Levels of students' interest in various types and forms of extracurricular work (36 students, 2013-2016)

Levels	Beginning of the experimental search	Ending of the experimental search
Critical	30,2 %	4.8 %
Low	28,2 %	11.9 %
Medium	28,9 %	65.0 %
High	12,7 %	18.3 %

Graphically, the results of the survey are presented in Fig. 1.
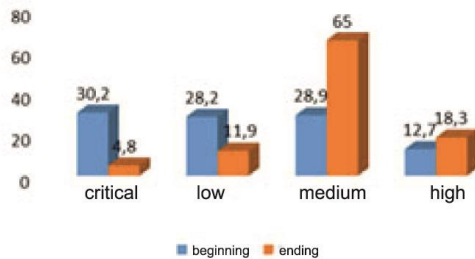

Figure 1 Distribution of students' interest levels in various types and forms of extracurricular work (2013-2016)

4. DISCUSSION OF THE RESULTS

Based on the data presented in table 1, it can be concluded that as a result of specially organized extracurricular work with students, including through the use of the "Edutainment" technology, the number of students showing interest in participating in various forms and types of extracurricular work increased by 36.1 % (medium level), as well as the number of students with a strong interest increased by 5.6 % (high level) and, accordingly, the number of students with low and critical levels of interest in extracurricular work decreased by 16.3% and 25.4 %.

The results of the survey showed that students of the Institute of social sciences (profile "History and social studies") of USPU are mostly interested in such types and forms of extracurricular work as participation in round tables, seminars, scientific and practical student conferences - 44.4 %; visits to museums, theaters, exhibitions, cinemas, as well as participation in historical olympiads, quizzes, games - 41.7 %; participation in competitions, research projects - 38.9 %.

We used the edutainment technology primarily in mass forms of extracurricular work (interactive games, festivals, competitions, etc.).

The development of cognitive activity, systematization and review of knowledge obtained in lectures and practical classes in the disciplines of subject training of future history teachers is facilitated by interactive forms of learning created with the help of information and communication technologies and Internet technologies, among which, first of all, we should mention the interactive game.

An interactive game is an active game activity of students using multimedia technologies which allows them to test knowledge, practical skills and competencies in a variety of intellectual and creative competitions.

As part of extracurricular work, interactive games on the history of Ancient Greece, the history of Russia, the culture of Russia of the 17th-18th centuries, the history of education and pedagogical thought, the new and modern history of Western countries, etc. were prepared and held for history students together with teachers.

Interactive games on history include both creative and intellectual tasks: presentation of teams, tasks for guessing historical figures by portrait, architectural monuments, working with historical maps, chronological bingo, public speaking competition, tasks on knowledge of historiography, guessing puzzles, "playing with the audience", etc.

The peculiarity of interactive history games is that they are not just a list of competitions and tasks (oral and written), but theatrical performances with an immersion in the era of Ancient Greece, Kievan Rus, "Dvortsoviye perevoroty", the world of Western Europe in the new and modern times, etc. Another feature of conducting interactive games in subject training disciplines for future teachers of history and social studies is the use of bright multimedia presentations with animation, video and audio questions that make it possible to diversify the tasks of the game, as well as to maintain the attention and interest of students for one or one and a half hours, while the game lasts.

Interactive games are usually held on the eve of the examination period, and in this regard are a powerful tool that enables to systematize and summarize the knowledge of students in the disciplines of subject training, and to prepare for the exam better.

So, within the framework of an interactive game, learning and entertainment are integrated, through the game in a comfortable environment (which in turn affects their desire to take part in such events) the student develops cognitive activity and interest in history, and in their future profession accordingly.

Another important type of extracurricular work of students that enables using the technology "Edutainment" is the event "Gryphon's Day, the action "Forward to the past!" which was attended by both students and teachers. The mission of the event is to develop a creatively active community of Russian youth, energetically forming a positive social and psychological environment. The purpose of the event is to develop an active life position, ethnic and spiritual tolerance and responsible attitude of young people to the history and future of Russia. Students of Ural State Pedagogical University and students of schools in Yekaterinburg took part in this event, which was held at Yekaterinburg's Plotinka in September 24, 2014, The event included the following contests: the march "Forward to the past!" (20 important events in Russia of the 20th century that changed the course of history and our world view), the line-up and song contest

"Reflecting history", and the flash mob "Memory of the heart: I remember and am proud", the quest: "Starting point" on the red line of the city of Yekaterinburg, the contest of the historical "Express poster", as well as interactive zones "Bazhovsky Ural" (participants learned to write with an old-days pen, solved the riddles of the Mistress of the Copper Mountain), "the Halt" (an exhibition dedicated to the Great Patriotic War), "Yes to life" (where outdoor games were held for participants), "Through time" (an interactive zone for making wreaths, amulets, etc.). This event, on the one hand, organizes cultural and leisure activities for students, and, on the other hand, makes it possible to reveal the creative and intellectual potential of each participant in an interesting, creative and competitive atmosphere.

5. CONCLUSION

So, the technology of "Edutainment" in extracurricular work is aimed at stimulating the cognitive and creative activity of students, forming personal qualities and competencies; ensuring the result of the student's activity, through motivation, creating comfortable conditions and providing necessary assistance in achieving the goal.

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