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USING THE WORDWALL WEB TOOL IN HISTORY LESSONS

Annotation. *The article «Using the Wordwall Web Tool in History Lessons» is a study that explores the potential of integrating the Wordwall online platform into the history teaching process. The introduction provides general information about the research topic, with a specific focus on the use of the Wordwall web tool in history lessons.*

The aim of this study is to examine the feasibility of integrating the Wordwall platform to improve the engagement and efficacy of history lessons. The research will focus on analysing the platform's functionality and capabilities, identifying its benefits, and exploring its practical applications in the learning process.

The article provides a brief overview of the scientific and practical significance of this work. The scientific significance of this work lies in identifying novel approaches to using online tools in the educational process and validating their effectiveness in the context of history teaching. The practical significance involves providing educators with new tools and opportunities to engage and motivate students during history lessons.

The conducted research contributes to the knowledge base regarding the application of modern technologies in history teaching. The effectiveness of the Wordwall platform in comparison to traditional teaching methods for history can be assessed through analysis. The results and recommendations can then be utilised by history teachers to optimise the educational process and achieve specific pedagogical goals in the field of art history.

Keywords: *information and communication technologies, digital tools and applications, game learning methods, digital educational resources, updating the content of the subject «history», Wordwall, web resource.*

Introduction

The objective of a teacher's work is to establish an efficient system for enhancing students' cognitive abilities. Information and communication technologies (ICT) play a significant role among the various contemporary educational methods aimed at improving the educational process. The instructional and methodological letter for 2023–2024 recommends that teachers incorporate the following strategies in each lesson to develop digital skills:

1. To align with the lesson objectives, incorporate digital tools and applications into the educational process.

2. Utilise game-based learning methods to enhance engagement and motivation during lessons or curriculum sections.

3. Integrate digital educational resources at different stages of the lesson, such as introducing new material, reinforcing concepts, independent work, and concluding the learning process.

4. Information and communication technologies are actively used in the creation of creative works [1].

In recent years, changes in children's education have led to a revision of traditional teaching methods. Modern technology has become an integral part of everyday life, and schools cannot remain unaffected by this transformation. Today, a computer is not just a luxury or a toy; it is a tool for accessing information and accumulating knowledge. Information and Communication Technologies (ICTs) are intended to generate interest in the study of history by providing problem-based learning, creativity, and research activities. They help to update the content of the subject of history and enable individualised learning, promoting students' independence [2].

In the context of the information society, students' activities have undergone significant changes. Previously, information activity was limited to perceiving, memorising, and reproducing educational material. However, interactive learning tools now offer new opportunities for recording, collecting, storing, processing, and transmitting information about studied objects and processes. Additionally, ICTs enable the management of visualisations of various aspects of educational material. The development of the information society requires prerequisites that encompass general cultural, psychological, social, and professional aspects, which are established in the field of education. Therefore, the integration of information technologies into the educational process should take priority over other public activities [3].

It is important to note that visibility is a crucial aspect of teaching history. While pictures, filmstrips, and slides were previously used, modern multimedia programs and videos provide more contemporary ways to enhance lessons. The use of multimedia resources can enhance the memorization process, make lessons more engaging and dynamic, and enable students to immerse themselves in historical epochs, creating the impression of participating in past events [4].

The primary purpose of e-learning is to equalise the level of education between urban and rural schools and prepare students for critical thinking and technological literacy. The language used is clear, concise, and objective, avoiding biased or ornamental language. Technical terms are explained when first used, and the text is free from grammatical errors, spelling mistakes, and punctuation errors. The structure is logical, with causal

connections between statements, and the content is as close as possible to the source text. To achieve this, various learning tools, such as computer programs, videos, and interactive lessons, are employed to make the learning process more interactive and interesting. This enables students to explore historical events and phenomena on their own.

In order to present different perspectives on historical events, it is crucial to include a variety of information sources in the learning process. This approach helps develop students' critical thinking and analytical skills, enabling them to identify contradictions and express their opinions objectively.

Interactive learning methods, such as discussions, role-playing games, and project work, are also essential for better assimilation of the material and practical application of knowledge.

One of the main objectives of teaching history is to develop historical understanding, enabling students to comprehend the past, analyse the present, and predict the future based on past experiences.

The use of multimedia tools in history teaching has several advantages, including the integration of historical knowledge. Multimedia textbooks present historical facts, events, documents, and interpretations in a complex manner, enriching the understanding of the subject.

Multimedia resources enable the presentation of knowledge in various contexts, including drawings, audio, and video materials, contributing to a deeper understanding of history.

The use of multimedia materials can improve the assimilation and memorization of information through multi-channel perception [5]. The use of multimedia materials can improve the assimilation and memorization of information through multi-channel perception [5]. It is important to note that the language used in the text should be clear, objective, and value-neutral, avoiding biased, emotional, figurative, or ornamental language. The text should also adhere to conventional academic structure and formatting, with clear and concise sentences and logical flow of information. Finally, the text should be free from grammatical errors, spelling mistakes, and punctuation errors.

Additionally, multimedia resources allow for contemplation of historical events, contributing to the development of students' intellectual abilities. The use of information and communication technologies (ICT) in education allows students to develop their creativity by creating their own educational products.

In history teaching, ICTs promote more intensive information interaction between students and teachers, resulting in a more effective learning model. As a result, ICTs stimulate interest in history, make learning more creative and individualised, and contribute to the development of independent students. Through the use of information and communication technologies (ICT), teachers can not only conduct lessons but also

share their work experience [6]. Many websites on the internet are dedicated to history and social studies teachers who publish the results of their work with ICT. Online interaction and the creation of network communities of like-minded teachers also make it possible to exchange experience and innovative methodological ideas with colleagues. Technical facilities that provide satellite and terrestrial communication channels for conferences offer new opportunities for cooperation and information exchange between educational institutions. This includes the development and implementation of new educational technologies. Teachers can use various modern technologies to create lessons, which can serve as a source of creative motivation and an integral part of the educational process. In some lessons, where diagrams and visual aids were previously drawn on the blackboard, using a computer and projector can provide a more effective solution [7].

All this makes it possible to satisfy the creative ambitions of teachers and expand the arsenal of methodological developments of lessons. Working with presentations forces teachers to structure the volume of material more specifically, formulate their ideas briefly and clearly, systematise information, presenting it in the form of concise summaries. However, this does not mean that all lessons should be transferred to the digital plane and that all educational materials should be provided on a computer. Teachers can and should vary different techniques in their lessons. This will make the learning process more diverse, interesting, and dynamic, helping students better assimilate learning material. For example, part of the lesson can be conducted by the teacher «manually», and the other part can be assigned to your «electronic assistant». Quizzes and other interactive tasks can also be conducted.

The works of V.L. Inozemtsev, V.A. Kataev, M.Y. Lermontov, V.A. Litvinenko, T.B. Moiseeva, and A.S. Nariniani emphasises the role of the formation of information and communication technologies in the development of the information society. The impact of ICT on global economic and cultural integration and unification is also explored in the works of K.G. Krechetnikov, I.V. Robert, and N.V. Sofronova, who identify the main factors determining the organisational forms and methods of the educational process based on the use of ICT in higher education institutions. In this scientific article, we analyse the relevance of the use of information and computer technologies in secondary schools and highlight the main concepts of their use in teaching middle school students using the example of the WORDWALL WEB resource. Due to the emergence of new and rapidly developing information computer technologies of the XXI century, a new term is also emerging – «information computer learning technologies». This term includes technologies using computer training programs, multimedia technologies, and distance learning technologies [8].

Materials and methods

To date, teachers have at their disposal a number of web-based tools that do not require special software. All you need is a computer, and sometimes a smartphone is sufficient. Among these tools, I would like to highlight a resource called WORDWALL. In the course of my internet research for some time, I did not find significant results. However, I suddenly made an amazing discovery that I would like to share in this article—my experience of using this resource in history lessons. First and foremost, this resource offers an impressive collection of templates for didactic games.

Wordwall is a multifunctional tool that allows you to create both interactive and printed materials. It is very convenient that most templates are available in both formats. It should be noted that this resource has a Russian-language version that automatically appears in the user's browser. Interactive exercises can run on a variety of internet-connected devices, including computers, tablets, phones, and interactive whiteboards. Additionally, it is possible to print versions for offline use as separate tasks for self-study. Regarding templates, it should be noted that these templates include common educational games often used in the educational field. Even in the free version, you get access to an extensive set of such games [9].

The process of working with the templates is similar to that used on the popular LearningApps platform. However, the quality of these templates and their functionality significantly surpasses the standard ones. To create your own educational task, select the appropriate template and enter your content. You have two options: either use the existing versions of the game or start creating a game from scratch. In either case, creating the game will not take much time.

The game features an integration with the Bing search engine, which serves as an essential tool for quickly finding necessary images. Additionally, a small text editor is available for customising various font aspects (bold, subscript, superscript), inserting characters, or mathematical formulas. The prepared game task can be posted on the website or sent via link to the students, and assignments can be customised for personalization, such as requiring the student to enter their last name. The WordWall service offers the ability to track each student's work results.

One of its significant advantages is the capability to create and use exercises offline. The appropriate software can be installed on any computer, without requiring an internet connection, to provide exercises on electronic media. The service provides an intuitive user interface available in several languages.

There are several templates available for each stage of the lesson, including «Matching», «Decipher», «Diagram with Labels», «Random Cards», «Random Wheel», «Anagram», «Pairing», «Gallows», and «Crossword». It is recommended that teachers select templates that engage students in frontal or group interaction, such as «Matching»

or «Random Wheel». WordWall provides the ability to convert created content into printed assignments, saving teachers time when preparing homework. This resource can be used at any stage of the lesson, including the beginning, middle, or end. It can also be used to increase motivation when working with underachieving students [9].

Result

Wordwall is a web resource that offers teachers a variety of interactive materials for use at all stages of the lesson. It enables the creation of exciting lessons by generating image galleries, quizzes, game boards, and other interactive tasks.

During the introduction of new information, teachers can utilise WORDWALL to craft flashcards containing definitions and terms, aiding students in learning new concepts. Additionally, Wordwall provides the option to develop interactive presentations, visually explaining the new material.

Wordwall also empowers students to actively engage in the classroom. Through various activities like crosswords, task cards, and comparisons, students can reinforce and apply their knowledge. Moreover, they can use Wordwall to create their own games and tasks, fostering creativity.

Wordwall provides a range of games, including interactive quests and puzzles, to aid in the repetition and consolidation of studied material. These tasks help students review and reinforce their learning. Teachers can customise the materials to meet the needs of specific student groups by selecting different modes of operation.

Here are some suggestions for using this resource in history lessons. An example is the use of the WordWall web application for a «Find a Couple» type task in the context of studying the leaders of the national intelligence in Kazakhstan at the beginning of the 20th century. When creating a task, the teacher uses the «Find a Couple» template on the WordWall platform. In the first column, the teacher enters the names of famous leaders of the national intelligentsia, such as Alikhan Bokeikhanov, Akhmet Baitursynov, Mustafa Chokai, Bakhytzhан Karatayev, Mirzhakyp Dulatov, etc. In the second column, the teacher enters their characteristics or achievements, for example, «fighter for national rights», «writer and public figure», «founder of the Zhas Kazak magazine», etc. During the lesson, students open the assignment on their devices and compare the names of the leaders with their characteristics by dragging them to the appropriate places. The teacher can monitor the progress of the assignment in real-time on their device and provide individual assistance to those facing difficulties. Upon completion of the assignment, the teacher can discuss the correct answers with the class and suggest further discussion or additional questions on the topic. An example of the task is shown in Figure 1.



Figure 1 – An exercise to identify the political leaders of Kazakhstan at the beginning of the 20th century, performed using the «Find a couple» template

The following task utilizes a distinct «Anagram» template (refer to Figure 2). An anagram is a rearrangement of letters or sounds in a word, resulting in a new word or phrase while retaining the original meaning.

- Anagrams can be useful in Kazakhstan history lessons for several reasons, including aiding in the memorization of facts and dates.
- By forming words or phrases from letters and events, students can better recall specific information related to the history of Kazakhstan.
- Developing Cognitive Skills through Anagram Exercises
- Working with anagrams requires active thinking and the search for possible letter combinations, which contributes to the development of cognitive skills.



Figure 2 – An exercise to identify the political leaders of Kazakhstan at the beginning of the 20th century, performed using the «Anagram» template

Additionally, the creation and use of anagrams fosters a creative approach to studying the history of Kazakhstan. This approach helps students reconstruct historical events in their minds, leading to a better understanding of their significance.

The process of building associations is also enhanced through anagram exercises. When working with anagrams, students can create associations between historical events

and various words or phrases. This process enhances their understanding of the history of Kazakhstan and aids in information assimilation.

Thus, the use of anagrams in Kazakhstan history lessons can serve as a useful tool for active learning and a deeper understanding of historical events. This exercise can be conducted individually or through a frontal survey.

The Quiz template provides tasks with a familiar interface where we need to choose one correct answer from a variety of suggested options. Widely used in the educational process to test knowledge, this template is easily integrated into various platforms and programs. An example of using the Quiz template is an exercise on the topic «The Uprising of 1916» from the history of Kazakhstan – an important historical event during the First World War that significantly impacted the region's subsequent history. Figure 3 illustrates an example of creating such an exercise, featuring multiple-choice questions related to key figures, events, provocations, or consequences of the uprising.

The quiz allows students to assess their knowledge and ability to analyze historical information. This template is valuable for exam preparation or as an interactive learning form to help students better assimilate materials. Creating a quiz using this template is straightforward: choose a topic, compile a set of questions, and provide correct and incorrect answers for each question. Present this in the interface as a list of questions with multiple answers, prompting students to choose the correct response.

The Quiz template proves to be a convenient and effective method for testing knowledge and sparking students' interest in learning material. Offering a variety of answer options, it enables a quick and accurate assessment of knowledge levels. The Quiz template stands as a useful tool for generating tasks that require selecting one correct answer from a range of options, finding broad application in the educational process. Its incorporation into educational programs can enhance learning effectiveness and stimulate students' interest in the learning process.

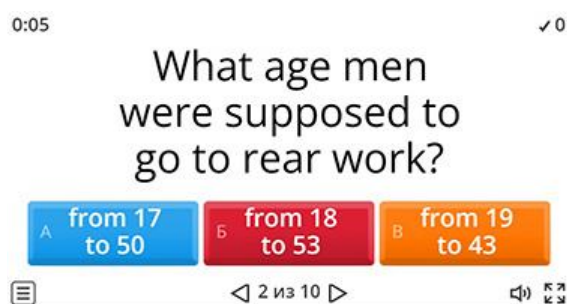


Figure 3 – An exercise on the topic «The Uprising of 1916» performed using the «Quiz» template

An interesting template for demonstration is the «Flashcard» template, which facilitates students' memorization and organisation of new information. For instance, in a lesson on the topic «The February Revolution of 1917 and its impact on Kazakhstan», a set of flashcards titled «Political Parties and Currents in the Period from February to October» was created. Each flashcard contains the name of a politician and their main achievements. As an example, one side may feature «Айқап.М.Сералин» and the other side may pose a question such as «The name of this magazine meant 'Oh alas!' What was it called? Who was its editor?» (Figure 4).

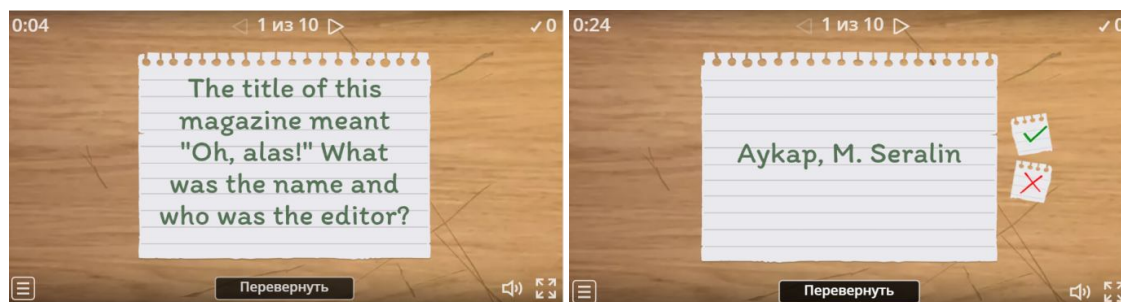


Figure 4 – An example of creating flashcards using the WordWall platform

In this task, it is possible to add several flashcards in one set. During the repetition process in the lesson, students were divided into pairs. Each pair worked on this exercise using a smartphone, thereby practising the material. This exercise allows each student to express their knowledge. In the future, as the lesson progresses, tasks can be made more challenging by adding open-ended questions or asking students to create their own flashcards based on the material they are studying. The use of a flashcard template on the WordWall platform will help students actively engage in the learning process, increase their interest in the subject, and contribute to a deeper assimilation of historical information.

Another interesting template is «Find a Couple». To determine the level of knowledge on the topic «Economic development of Kazakhstan at the beginning of the 20th century», students are asked to correlate terms and their characteristics (Figure 5).

To start, the teacher explains the rules of the game: students need to find a pair for each picture, correlating it with the correct word or phrase. Pairs can be associated with events, characters, or concepts from a story. After the demonstration begins, it is necessary to give the students a few minutes to find all possible pairs. Students can communicate and collaborate with their teammates to solve the task. After the time is over, the teacher holds a discussion and invites some to go to the blackboard and perform the exercise. He can also explain and discuss each pair so that students better understand the connections

or interactions between definitions and phrases. The same task can be given individually to each student using smartphones. The results can be reflected in the table. And after completing this exercise individually, you can have a general discussion of the results of the task. The teacher can record the number of correct answers of each student and use it as an indicator of their understanding and memorization of the material. Thus, the «Find a Couple» template on the WordWall platform allows students to actively and interactively participate in the history lesson, checking and consolidating their knowledge in a playful way. It also helps the teacher to assess the students' understanding and provide additional explanations or support if necessary.



Figure 5 – Example of creating a task using the «Find a couple» template

The «Match» template on the Wordwall platform can be used for assignments on the topic «Political parties and trends in the period from February to October» in the 8th grade on the history of Kazakhstan. An example of using such a task in the classroom may be as follows: Students are offered a task explaining that they must correctly correlate political parties and their main ideas. Students need to open the link to the task and complete it. It is convenient to track the progress of students through the Wordwall platform to see which pairs they have already correctly matched and which ones need additional explanation. In conclusion, you can discuss the answers with the students after completing the task, paying attention to the correct pairs and explaining the wrong combinations. Summing up the lesson, it is necessary to emphasise the importance of various political parties and their ideas in the history of Kazakhstan. Using the «Compare» template in the lessons allows you to activate the educational activities of students, develop their analytical skills and test their knowledge on the topic. In addition, using the Wordwall platform allows the teacher to track the progress of each student and give individual feedback (Figure 6).



Figure 6 – An example of creating a material using the «Match» template

For a more insight view of the usage of the Wordwall tool during history teaching this research presents a quantitative analysis of the integration of the Wordwall web resource in history education. The study uses pre- and post-implementation assessments, usage statistics, and surveys to measure the impact on student academic performance, engagement, and attitudes towards history.

The teacher integrated Wordwall into their history curriculum over a two-week period, which included two lessons per week on the History of Kazakhstan. The research used quantitative methods, including pre- and post-implementation assessments. A diverse sample of approximately 20 students from each grade level participated in the pre- and post-assessments.

To assess baseline historical knowledge, a pre-assessment consisting of 15 questions was administered. The results showed that pre-assessment scores ranged from 6 to 8 out of 15, indicating a varied understanding of historical concepts across grade levels (Figure 7).

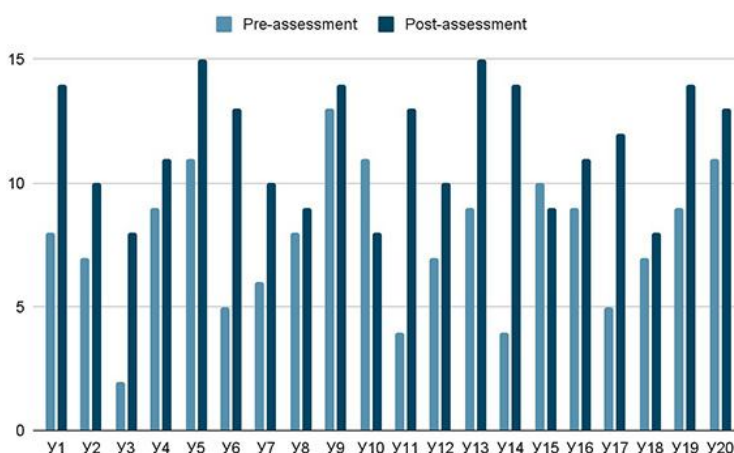


Figure 7 – Pre- and Post-assessments results

For two weeks, the teacher incorporated Wordwall into their history lessons, utilizing a variety of activities such as quizzes, interactive games, and discussion forums to engage students with historical content. After the integration period of Wordwall, a post-assessment was conducted. The assessment consisted of 15 questions, which were similar to the pre-assessment.

During history lessons, a problem was encountered, where students were struggling with the material and showed low interest in the subject. Upon researching the students' interests, it was identified that they read very little and couldn't apply information practically. In other words, students had difficulty organizing material when studying a topic and lacked analytical thinking skills. Therefore, research was conducted to address this issue. A preliminary survey was conducted among 8th-grade students to determine their interest in the subject of history. Of those surveyed, 60% indicated that they found the subject interesting (Figure 8).

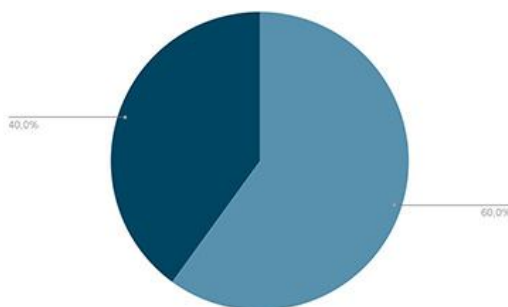


Figure 8 – Percentage of satisfaction with history lessons

When asked about difficulties faced in history lessons, 17% reported not understanding what to do, 22% found the subject quite challenging, and 30% expressed a desire for more frequent use of various ICT resources in class.

An analysis of the class's performance and knowledge in history was conducted. The average score for the history subject was calculated, resulting in a 100% success rate but only 28% knowledge quality, with an average score of 6 out of 10.

Based on these results, a series of lessons were planned that incorporated the electronic web resource Wordwall at various stages. It is important to note that the use of this resource did not exceed 30% of the total lesson time. Four lessons were conducted, including a revision lesson. The effectiveness of using this resource in history lessons is reflected in the following results:

The overall effectiveness rating is based on the survey results of 8th-grade students regarding their interest in using the Wordwall resource in history lessons. The survey results are presented on Figure 9.

Do you think that the use of ICT makes the lesson more interesting?



Figure 9 – Student Interest in Using ICT

As evident from the diagram, the majority of students acknowledge the significance of using ICT in lessons. One of the indicators of the effectiveness of the applied resources is the survey results illustrated on Figure 10.

Do you think that using Wordwall makes it easier to understand the material being taught in class?

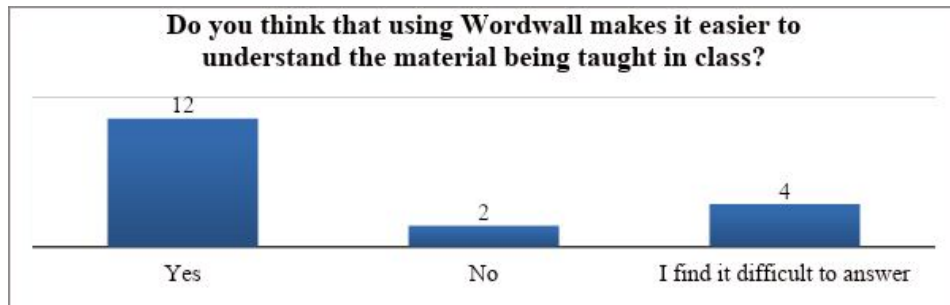


Figure 10 – Indicator of the Effectiveness of Wordwall Application

According to the survey results, most students found Wordwall to be an effective resource for understanding the course material. The students who answered 'no' were those who already had a good academic performance and did not face any difficulties in mastering the course material. It is worth noting that some students who experienced difficulties during lessons were absent for various reasons. The research statistics are reflected in Table 1.

Table 1 – Survey statistics

Date	07.11	09.11	14.11	16.11
Average score per lesson	7	5	7	8

The table data shows an overall increase in the average lesson score. Notably, individual students who previously had a satisfactory grade saw an improvement ranging

from 4 to 6 points. Therefore, we can conclude that the research has yielded positive results.

The results showed an improvement in post-assessment scores, ranging from 12 to 13 out of 15, indicating a positive impact on historical knowledge. The post-assessment results show a significant improvement in student performance, demonstrating the effectiveness of Wordwall in enhancing historical understanding. Qualitative analysis indicates increased student engagement and participation, suggesting that Wordwall promotes an interactive and dynamic learning environment.

Teachers reported positive experiences with Wordwall, noting improved student enthusiasm and a more collaborative classroom atmosphere. The assessment scores indicate that Wordwall is a useful supplement to traditional history instruction across different grade levels. It enhances engagement and participation, leading to a more interactive and student-centred learning environment. Successful integration of Wordwall depends on the teacher's ability to provide insights into best practices and potential challenges.

Conclusion

Based on the results of using this platform in my lessons, I have concluded that the Wordwall platform offers teachers the opportunity to create interactive exercises, games, and quizzes for use in history lessons.

This can provide the following benefits: active student participation and increased engagement. Interactive games and quizzes can enhance student engagement in the learning process, resulting in increased interest.

Wordwall provides teachers with the ability to create exercises that aid in the memorization of key facts, dates, and historical events. Short definitions, puzzles, and crosswords can be utilized to reinforce knowledge and support various learning styles. Wordwall offers a variety of tasks and exercises that can be adapted to different learning styles. This allows teachers to approach history lessons while considering the individual needs of their students.

Additionally, some games on the Wordwall platform can be organized as team competitions, promoting the development of cooperation and competitiveness skills among students. The platform is user-friendly. The Wordwall platform provides a user-friendly interface, making it accessible even to teachers with limited technology experience.

The feedback feature allows teachers to monitor student progress and evaluate their work, enabling them to modify the learning process as needed.

Overall, Wordwall can enhance history lessons by making them more engaging, interesting, and effective for students.

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Тарих сабақтарында Wordwall веб-құралын пайдалану

Аннотация. «Тарих сабақтарында Wordwall веб-құралын пайдалану» мақаласы тарихты оқыту процесінде wordwall онлайн платформасын қолдану мүмкіндіктері туралы зерттеу болып табылады. Мақаланың кіріспе бөлімінде зерттеу тақырыбы, атап айтқанда, wordwall веб-құралын тарих сабақтарында пайдалану туралы жалпы ақпарат бар.

Бұл зерттеудің мақсаты тарих сабақтарының қызығушылығы мен тиімділігін арттыру үшін Wordwall платформасын пайдалану мүмкіндігін зерттеу болып табылады. Зерттеудің негізгі бағыттары мен идеялары платформаның функционалдығы мен мүмкіндіктерін талдау, оның артықшылықтарын анықтау және оқу процесінде практикалық қолдану болып табылады.

Мақалада осы жұмыстың ғылыми және практикалық маңыздылығының қысқаша сипаттамасы келтірілген. Ғылыми маңыздылығы–білім беру процесінде онлайн-құралдарды қолданудың жаңа тәсілдерін анықтау және Тарихты оқыту мысалында олардың тиімділігін тексеру. Жұмыстың практикалық маңыздылығы мұғалімдерге тарих сабақтарында оқушыларды тарту және ынталандыру үшін жаңа құралдар мен мүмкіндіктер беру болып табылады.

Зерттеу тарихты оқыту процесінде заманауи технологияларды қолдану туралы білім саласына ықпал етеді. Wordwall платформасының функционалдығы мен мүмкіндіктерін талдау тарихты оқытудың дәстүрлі әдістерімен салыстырғанда оның тиімділігін анықтауға мүмкіндік береді. Алынған нәтижелер мен ұсыныстарды өнертану мұғалімдері білім беру процесін оңтайландыру және қажетті педагогикалық мақсаттарға жету үшін қолдана алады.

Кілтті сөздер: ақпараттық-коммуникациялық технологиялар, Цифрлық құралдар мен қосымшалар, оқытудың ойын әдістері, цифрлық білім беру ресурстары, «тарих» пәнінің мазмұнын жаңарту, Wordwall, веб-ресурс.

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Использование веб-инструмента Wordwall на уроках истории

Аннотация. Статья «Использование веб-инструмента Wordwall на уроках истории» представляет собой исследование о возможностях применения онлайн-платформы Wordwall в процессе обучения истории. Вводная часть статьи содержит общую информацию о теме исследования, а именно об использовании веб-инструмента Wordwall на уроках истории.

Целью данного исследования является изучение возможности использования платформы Wordwall для повышения интереса и эффективности уроков истории. Основными направлениями и идеями исследования являются анализ функционала и возможностей платформы, определение её преимуществ и практическое применение в процессе обучения.

В статье приводится краткое описание научной и практической значимости данной работы. Научная значимость состоит в выявлении новых подходов к использованию онлайн-инструментов в образовательном процессе и проверке их эффективности на примере обучения истории. Практическая значимость работы заключается в предоставлении учителям новых инструментов и возможностей для привлечения и мотивации учащихся на уроках истории.

Проведенное исследование вносит вклад в область знаний об использовании современных технологий в процессе обучения истории. Анализ функционала и возможностей платформы Wordwall позволяет определить её эффективность в сравнении с традиционными методами обучения истории. Полученные результаты и рекомендации могут быть использованы учителями искусствоведения для оптимизации образовательного процесса и достижения желаемых педагогических целей.

Ключевые слова: информационно-коммуникационные технологии, цифровые инструменты и приложения, игровые методы обучения, цифровые образовательные ресурсы, обновление содержания предмета «история», Wordwall, веб-ресурс.