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**«COMPUTER GAMES AND MULTIMEDIA
AS AN INNOVATIVE APPROACH
TO COMMUNICATION – 2026»**

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The collection includes materials from the conference participants' reports, which are grouped by thematic areas of the conference.

The collection will be useful both for specialists and employees of companies engaged in the development and promotion of computer games, as well as for teachers, masters and students of higher educational institutions studying in the areas and specialties of software, computer science, computer engineering, applied mathematics and information processing, and will be useful for professionals in the fields of gamification, esports, streaming, virtual reality, augmented reality, artificial intelligence, machine learning, game design, sound design.

The research results in the collection represent a kind of cross-section of the current state of affairs in the listed fields of knowledge, which can help both specialists and university students to form an overall picture of the development of computer games and multimedia and related issues.

Scientific papers are grouped by conference areas and listed in alphabetical order of authors' surnames.

Materials (abstracts of reports) are published in the author's editorial office. The author is responsible for the quality and content of the publications.

The materials are presented in Ukrainian and English.

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**DIGITAL GAMIFICATION IN LEGAL EDUCATION: ENHANCING ACADEMIC
ENGAGEMENT AND PROFESSIONAL COMPETENCIES**

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Abstract. The rapid digitalization of higher education has transformed traditional pedagogical approaches, particularly in professional fields such as legal education. Gamification – defined as the use of game design elements in non-game contexts – has emerged as an innovative method to enhance student engagement, motivation, and learning outcomes. This paper explores the role of digital gamification in legal education, focusing on its impact on academic performance, student participation, and the development of professional competencies. Drawing on contemporary research and practical applications, the study highlights both opportunities and challenges associated with integrating gamified learning into legal curricula. Special attention is given to the role of gamification in fostering language proficiency and supporting international academic collaboration.

The ongoing digital transformation of higher education has significantly challenged traditional pedagogical paradigms, particularly in disciplines such as legal education, which have historically relied on doctrinal and lecture-based approaches. Despite the increasing availability of digital tools, many legal curricula remain insufficiently adapted to the demands of contemporary learners, resulting in decreased student engagement, limited practical skill development, and gaps in professional competencies.

A critical problem lies in the mismatch between conventional teaching methods and the expectations of digitally native students, as well as the growing need for interdisciplinary and interactive learning environments. Moreover, in the context of internationalization, insufficient attention has been paid to the role of language proficiency and communication skills as determinants of academic success and professional integration. In this regard, gamification emerges as a promising yet underutilized pedagogical approach in legal education. However, its implementation raises important questions concerning its effectiveness, methodological design, and capacity to contribute to both academic outcomes and broader competencies, including language development and international collaboration.

Gamification has gained prominence as a pedagogical strategy that enhances engagement through elements such as points, badges, leaderboards, and narrative structures. According to Deterding et al. (2011), gamification involves “the use of game design elements in non-game contexts,” enabling educators to create more dynamic and motivating learning environments. In legal education, where student engagement can be challenged by abstract theoretical content, gamification offers a promising avenue for improving learning outcomes.

The primary objective of this study is to examine the potential of digital gamification as an innovative approach to enhancing academic engagement and professional competencies in legal education. To achieve this objective, the following research tasks are addressed: 1) to analyze the theoretical foundations of gamification in the context of higher education; 2) to identify key mechanisms through which gamification influences student motivation and learning outcomes; 3) to explore practical applications of gamification in legal education; 4) to assess the role of gamified learning environments in supporting language proficiency and international academic integration; 5) to identify the main challenges and limitations associated with the implementation of gamification.

Gamification is theoretically grounded in contemporary motivational frameworks, most notably the Self-Determination Theory, which conceptualizes autonomy, competence, and relatedness as fundamental drivers of intrinsic motivation (Deci & Ryan, 2000). Within this framework, the integration of game design elements into educational environments can be understood as a mechanism for fostering learner autonomy, enhancing perceived competence through structured feedback, and strengthening social interaction, thereby promoting sustained engagement and active participation.

Empirical evidence supports the pedagogical value of this approach. In their systematic review, Juho Hamari, Jonna Koivisto, and Harri Sarsa (2014) demonstrate that gamification generally exerts a positive influence on user engagement and motivational outcomes, while emphasizing that its effectiveness is contingent upon contextual factors and the quality of instructional design. Similarly, Karl M. Kapp (2012) argues that gamified learning environments facilitate deeper cognitive processing by encouraging problem-solving, critical thinking, and the provision of immediate, formative feedback.

In the domain of legal education, these theoretical and empirical insights acquire particular significance. The training of future legal professionals requires not only the acquisition of doctrinal knowledge but also the development of higher-order cognitive skills, including analytical reasoning, structured argumentation, and the capacity to apply abstract legal principles to complex, practice-oriented scenarios. In this context, gamification offers a pedagogically robust framework for aligning learning processes with the competency-based demands of contemporary legal practice.

The integration of gamification into legal education can take various forms, including:

- Simulation-based learning (mock trials, negotiation games);
- Digital platforms with reward systems;
- Scenario-based serious games;
- Interactive quizzes and competitions.

Serious games, defined as games designed for educational purposes (Michael & Chen, 2006), are especially valuable in legal training. They allow students to engage with realistic legal scenarios, enhancing experiential learning.

Research by Boyle et al. (2016) demonstrates that digital game-based learning improves knowledge acquisition and retention, particularly when aligned with clear learning objectives. In legal education, this translates into better understanding of legal procedures, case law, and regulatory frameworks.

An important yet often overlooked dimension of gamification in legal education is its impact on language proficiency, particularly in English as a medium of instruction. In increasingly internationalized academic environments, language skills are essential for academic success and professional mobility. Studies indicate that gamified learning environments can enhance language acquisition by providing interactive, low-risk contexts for communication (Reinhardt & Sykes, 2014). In legal education, this is

particularly relevant for students engaging in international programs, moot courts, and cross-border collaborations.

Moreover, digital gamification supports the development of communication competencies necessary for participation in global legal discourse. By integrating language-focused tasks into gamified activities, educators can simultaneously address legal knowledge and linguistic proficiency.

Despite its advantages, the implementation of gamification in legal education presents several challenges:

1. Overemphasis on extrinsic motivation (points, rewards).
2. Lack of digital competence among educators.
3. Resource-intensive design and implementation.
4. Risk of superficial learning if poorly designed.

As noted by Hanus and Fox (2015), poorly implemented gamification can reduce intrinsic motivation and negatively impact academic performance. Therefore, careful instructional design is essential to ensure that gamification supports, rather than replaces, meaningful learning.

The future of legal education lies in the integration of digital tools that enhance both academic and professional competencies. Gamification, combined with artificial intelligence and adaptive learning systems, has the potential to create personalized and immersive educational experiences.

Furthermore, the role of gamification in promoting inclusivity and language equity is likely to expand, particularly in international and multilingual learning environments. As higher education continues to globalize, the ability to engage students through innovative, technology-driven methods will become increasingly important.

Digital gamification represents a significant innovation in legal education, offering new opportunities to enhance student engagement, academic success, and professional skill development. By integrating game-based elements into legal curricula, educators can create more interactive and effective learning environments.

At the same time, the success of gamification depends on thoughtful implementation, alignment with learning objectives, and consideration of broader educational goals, including language proficiency and international collaboration. As legal education continues to evolve, gamification is likely to play a key role in shaping the future of teaching and learning.

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