Н. В. Осипова, А. Н. Пузатых

Лингводидактический потенциал компьютерных игр в обучении английскому и китайскому языку

Введение. Современный мир предъявляет высокие требования к уровню профессиональной подготовки будущих специалистов, которые должны обладать широким спектром компетенций, в том числе и знанием иностранных языков. Сегодня все более популярным становится знание не только английского, но и китайского языков. Методика обучения иностранным языкам никогда не стояла на месте и постоянно развивалась. Методисты постоянно стремятся к поиску новых методов обучения, которые помогли бы добиться максимально эффективных результатов. Сегодня особый интерес вызывает внедрение информационных технологий в современное обучение иностранным языкам, а именно использование компьютерных игр в образовательном процессе.

Цель исследования – выявить лингводидактический потенциал компьютерных игр при изучении английского и китайского языков.

Материалы и методы. Для анализа возможностей использования компьютерных игр в обучении иностранным языкам производился анализ научно-методических статей из периодических изданий, диссертационных исследований и монографий российских и зарубежных авторов по данной проблематике. В качестве материала мы рассматривали и анализировали одну из самых популярных китайских игр среди подростков и молодёжи «Genshin Impact».

Результаты исследования. Проанализирована многопользовательская ролевая игра с открытым миром «Genshin Impact». Выявлен лингвострановедческий потенциал данной игры, который помогает игроку не только расширять свой словарный запас, навыки аудирования, но и знания о культуре и истории разных стран. Основным видом лексики, который представляет интерес являются имена собственные и историзмы. Страноведческий материал можно разделить на реально существующие государства и народы, послужившие источником вдохновения для разработчиков; прототипы географических локаций игры; отсылки к реальным историческим эпохам; отсылки к реальным историческим личностям; культурные параллели; отсылки к легендам, мифам и религиям разных народов.

Заключение. Полученные результаты свидетельствуют о том, что компьютерные игры обладают не только богатым языковым материалом, который прекрасно подходит для изучения иностранного языка, но и обширным страноведческим материалом. Таким образом, интегрирование компьютерных игр в образовательный процесс повышает не только интерес и мотивацию, но и расширяет кругозор своих игроков и прививает им интерес к изучению мировой истории.

Ключевые слова: иностранный язык, английский язык, китайский язык, лингводидактика, компьютерная игра, Genshin Impact

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N. V. Osipova, A. N. Puzatykh

Linguodidactic potential of computer games in teaching English and Chinese languages

Introduction. The modern world makes high demands of the level of future specialists professional training, who must have a wide range of competencies, including knowledge of foreign languages. Today, knowledge of not only English, but also Chinese is becoming increasingly popular. The methodology of teaching foreign languages has never stood still and is constantly evolving. Methodologists are constantly striving to find new teaching methods that would help achieve the most effective results. Today, the introduction of information technology into modern foreign language teaching, namely the use of computer games in the educational process, is of particular interest.

The purpose of the study is to identify the linguodidactic potential of computer games in learning the English and Chinese languages.

Materials and methods. To analyze the possibilities of using computer games in teaching foreign languages, an analysis of scientific and methodological articles from periodicals, dissertation research and monographs of Russian and foreign authors on this issue was carried out. As a material, we considered and analyzed one of the most popular Chinese games among teenagers and youth, “Genshin Impact”.

Research results. The open-world multiplayer role-playing game “Genshin Impact” is analyzed. The linguistic and cultural potential of this game has been revealed, which helps the player not only expand their vocabulary, listening skills, but also knowledge about the culture and history of different countries. The main types of vocabulary that are of interest are proper names and historicisms. Regional studies material can be divided into real-life states and peoples that served as a source of inspiration for developers; prototypes of the game’s geographic locations; references to real historical eras; references to real historical figures; cultural parallels; references to legends, myths and religions of different nations.

Conclusion. The results obtained indicate that computer games not only have rich linguistic material, which is perfect for learning a foreign language, but also extensive regional data. Thus, integrating computer games into the educational process not only increases interest and motivation, but also broadens the horizons of its players and instills in them an interest to study world history.

Keywords: foreign language, English, Chinese, linguodidactics, computer game, Genshin Impact

INTRODUCTION

The realities of the modern world require each member of the society to be ready for mobile changes in their goals and objectives, to quickly adapt to new requirements of the time and modern society. The education sector is undergoing the greatest changes. Today, the main direction in the field of education is its continuity, lifelong learning. According to the Incheon Declaration Education 2030: Framework for Action adopted by the United Nations Educational, Scientific and Cultural Organization (UNESCO), it is necessary to rethink and expand the concept of lifelong education, which should not only adapt to changes in the labor market, but also ensure the process of continuous knowledge formation and the development of critical human abilities and readiness to act [1]. One of the ways to achieve this is digital technologies, as noted in the UNESCO report Global education monitoring report 2023: technology in education: a tool on whose terms? [2].

All this requires constant improvement of methodologies and approaches to training. In this context, computer games, long perceived as entertainment, attract the attention of researchers and educators, offering unique opportunities for teaching, including foreign languages. Z. Xu, Z. Chen, L. Eutsler et al. investigate practices of digital game-based language learning to support English language learning (methodological features, gaming characteristics) [3]. S. Budianto, N. Sayidah, A. Mustofa study the use of mobile applications in English as a Foreign Language context [4]. Dixon D.H., Dixon T., Jordan E. consider, in general, the overall effect of digital gaming on second language development [5]. M.N. Pozdnyakova, I.A. Karpacheva, G.I. Panarina et al. pay attention to gamification as a method to build lexical speaking skills [6]. Games, especially computer ones, have become extremely popular among young people and adults, providing fertile ground for exploring their potential in educational contexts. This article examines the promising issue of using computer games in teaching English and Chinese, focusing on their ability to stimulate language skills and promote the effective acquisition of foreign vocabulary and grammar. Scientific research on this topic provides the opportunity for a deeper understanding of the mechanisms underlying the educational process using modern technologies, and thus contributes to the development of effective teaching strategies that meet the demands of modern society.

The effectiveness of using the game method in the educational process and especially in teaching foreign languages has been known to many methodological scientists for a very long time. Even in the ancient world, the game was used as a form of education [7, p. 29].

In the middle of the last century, the grammar-translation method of teaching was widespread in foreign language classes. Foreign language teaching changed a lot with the advent of the communicative method [8]. It was during this period that games replaced simple reproducing and translation exercises.

It has long been proven that the perception of information in a playful form is one of the most effective. Computer games make it possible to turn a complex and boring activity into an exciting, but at the same time useful game, turning the student from a passive listener into an active participant in the learning process. Currently, more and more Western and domestic researchers are recognizing that the use of gaming technologies for learning purposes can be effective. R. Mayer makes a scientific research to give evidence-based theories of the influence of computer games on education [9].
M. Morales-Díaz, E. Reche-Urbano speak about educational possibilities of using video games in education from teachers’ point of view [10]. N.V. Bystrova, N.A. Bakulina, A.V. Gnezdin et al. consider the concept of gamification in the modern educational process, its advantages and disadvantages, as well as factors influencing the development of gamification in education [11]. A. Lorenzo-Lledó, E. Pérez E., E. Andreu-Cabrera et al. say that the use of gamification in early childhood and primary students improves academic and collaborative skills and increases motivation [12].

Every year the number of students choosing Chinese as a second foreign language is growing. However, despite their initial desire to learn the language, many of them lose interest over time due to the difficulties and monotony of learning, which turn out to be greater than they expected. The task of an effective teacher is to adapt the learning process to the characteristics of modern youth who have grown up in the era of digital technology and the Internet. In other words, introduce interactive elements into learning, and especially gamification methods, that are close to students and can motivate them to progress in a short time, while maintaining interest in further development.

Thus, the purpose of this study is to identify the linguodidactic potential and influence of computer games on the learning of English and Chinese languages.

LITERATURE REVIEW

The game in teaching a foreign language has always been one of the main methods of enhancing student activity. Computer games began to be used in the field of education relatively recently. The uniqueness of the phenomenon of computer games lies in the possibility of independent language learning by students and increasing their interest. Research in the field of didactics, psychology of gaming technologies and methods of computerizing the learning process was carried out by different foreign and domestic authors. N. Ballou studies how video games affect players [13]. Ch. Deterding, and L. Nacke examine how the gamification research matured over time. They note that many researchers rethink the concept of gamification [14]. G.A. Kitaigorodskaya gives theoretical justification for the widely known method of intensive learning, discusses the principles of the method, describes the model of mastering foreign language communication [15]. A. Marczewski also tries to justify the use of games in different areas of life [16]. M.G. Ermolaeva, U.P. Oleynik substantiate the effectiveness of the gamification approach as a promising approach for the game design. They propose an algorithm for developing communicative games that can be used by teachers in extracurricular work with older schoolchildren [17].

Today, there are many definitions of the concepts of “game” and “gamification”. E.O. Akchelov and E.V. Galanina called gamification “the use of game mechanics and elements in a non-game context” [18, 118]. I.A. Sadchikov and I.A. Suslova understand this term as: “...tools aimed at increasing the factor of student involvement in the educational process by integrating additional entertainment elements into the curriculum” [19, p. 325]. A.A. Nazarova highlighted several features of the use of gamification in the modern educational space, such as the transition to modular game rules that are adapted to the target audience, as well as the creation of events aimed not only at mastering the material, but also at the socialization of students, team building, liberation from clichés, etc. [20].

Recently, computer games have joined the role-playing, didactic and outdoor games. This happened during the active development of computer and Internet technologies.
In modern methodological literature, we were unable to find the definition of a computer game. In general, this term refers to a computer program that serves to organize the game process, communicate with game partners, or itself acts as a partner.

The negative aspects of computer games are widely noted in literature [21], including addiction, aggression, and health problems. However, L.F. Garipov indicates that during the game activity of a schoolchild, with the use of additional computer tools, new mental formations appear (theoretical thinking, developed imagination, the ability to predict the result of an action, design qualities of thinking, etc.), children's memory and attention are improved, motor coordination and coordination of joint activity of visual and motor analyzers are formed [22]. Moreover, I.V. Savochkina notes that computer gaming activities attract all age groups of the population. This is why the pedagogical importance of computer games is increasing [23].

Thus, based on the analysis of literature, we can conclude that the use of games, in particular computer games, in education in general, and in the process of teaching foreign languages (English and Chinese) in particular, has great potential.

MATERIALS AND METHODS

The object of our research is the process of learning a foreign language. The subject is the potential of computer games in teaching English and Chinese. During the research process, an analysis of scientific and methodological articles from periodicals, dissertation research and monographs of Russian and foreign authors on this issue was carried out. As a material, we considered and analyzed one of the most popular Chinese games among teenagers and youth, “Genshin Impact”, which can be used to learn both English and Chinese.

RESEARCH RESULTS

In our work, we analyzed the open-world multiplayer role-playing game “Genshin Impact”, developed by the Chinese company miHoYo. The game has colorful graphics, an authentic cultural atmosphere and a variety of characters, including dialogues and quests in both English and Chinese. It should be noted that there are two ways to work with this game: at an initial level of proficiency in English or Chinese, you should select the Russian interface and leave the English/Chinese voice language. At higher levels of proficiency, you can use the English/Chinese interface – English/Chinese voiceover model.

First of all, we were interested in the linguistic and cultural potential of this game. When entering “Genshin Impact”, the first thing the player sees is a huge open world with a map. It is here that we encounter the first type of vocabulary – proper names, and specifically toponyms. The most common names in the game are:

- **Oikonyms** – names of settlements.
- **Oronyms** – names of raised landforms.
- **Speleonyms** – names of natural underground formations.
- **Drimonims** – names of forests, groves, hogs, etc.
- **Hydronyms** – names of water bodies.

Since the fantasy world of “Genshin Impact” is inspired by real countries and cultures, the player constantly encounters many names that are extremely different from each other during the passage. The game is rich in anthroponyms, thanks to which the player,
in the process of playing alone, becomes one step closer to accepting, recognizing and understanding foreign cultures (for example, Chinese or Japanese).

<table>
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<td><strong>Mondstadt</strong></td>
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<td>Oikonyms</td>
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<td>Drimonims</td>
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<tr>
<td><strong>Mondstadt</strong></td>
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<td>Hydronyms</td>
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</table>

It should be noted that proper nouns are not the only type of vocabulary that is present in “Genshin Impact”. We come across well-known historicisms in large numbers: knight, king, shogun, samurai.
Table 6

<table>
<thead>
<tr>
<th>Chinese names</th>
<th>Japanese names</th>
<th>Western European names (English, German, etc.)</th>
<th>Middle Eastern and Indian names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xingqiu, Yaoyao, Baizhu, Beidou, Ningguang, Zhongli, Keqing, Chongyun, Xinyan, Ganyu, Xiao, Hutaotao, Yanfei, Xiangling, Shenhe etc.</td>
<td>Raiden Ei, Raiden Makoto, Arataki Itto, Kaedehara Kazuha, Naganohara Yoimiya, Kujou Sara, Kuki Shinobu, Shihkaino Heizou etc.</td>
<td>Barbara, Rosaria, Eula, Bennett, Noelle, Fischl, Lisa, Amber, Amy, Mika, Timmie, Klee etc.</td>
<td>Tighnari, Famzan, Leyla, Dehya, Nilou, Kaveh, Alhaitham, Alahmar, Cihangir, Rana, Dunyarzad etc.</td>
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</tbody>
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In addition to vocabulary, “Genshin Impact” brings a huge amount of regional studies material related not only to China, but also to other countries for great benefits of students. It can be divided into the following categories:

1. Really existing states and peoples that served as a source of inspiration for developers.
2. Prototypes of the game’s geographical locations.
3. References to real historical eras.
4. References to real historical figures.
5. Cultural parallels.
6. References to legends, myths and religions of different nations.

Let us give some examples of each category that can enrich the linguistic and cultural horizons of students.

The real-life states and peoples that inspired the creators. At the beginning of the journey, the main character of the game ends up in the city-symbol of freedom Mondstadt – the capital of the region of the same name. Mondstadt translated from German means “Moon City”. However, in its shape it is most similar to the French fortress island of Mont Saint-Michel.

It is easy to assume that Mondstadt is a collective image that combines the motifs of different European cities. This is evident through the silhouette, beams, supports and red-tiled roofs, which are typical elements in buildings of Western European culture. However, the main sources of inspiration for the game’s artists were Germany and Austria. This is also supported by the fact that the most important statue of Mondstadt’s patron deity is located under a large oak tree, the national tree of Germany.

The large cathedral of Regensburg, a large historical city in Germany, and the cathedral in Mondstadt are very similar.

Additionally, the de facto ruling body of Mondstadt is the Ordo Favonius, reflecting the Teutonic Order in which the Grand Master of the Order is the head of state.

The next gaming nation is Li Yue. Li Yue – (Chinese 璃月 Líyuè, “Glass Moon”) is a local center of trade and contracts, the richest region of Teyvat, which is inspired by China. Similar to Li Yue is the old Chinese city of Chongqing, which area was previously considered one of the most developed centers of local trade.

The nation, ruled by the goddess of eternity, Inazuma, is inspired by Japan. The very name of the state, which is translated from Japanese as “lightning,” suggests that its people worship the Electro Archon. Literally translated, the word “Inazuma” (Japanese 稲妻 Inazuma) means “wife of rice.” In ancient Japan, there was a belief that thunderstorms, which most often occur during the ripening period of rice, ensure a good harvest. The Inazuma emblem consists of traditional Japanese elements.
Above the gate there is a sakura flower. In Japanese culture, sakura is the embodiment of the principle of mono no aware (Japanese: 物の哀れ “The sad charm of things”). This principle is expressed in the ephemerality of life and the fleetingness and transience of things. In the center of the emblem is a torii – the sacred gate of a Shinto shrine. Below the torii gate are three comma-shaped beads called magatama. The most famous magatama of our time is the Great Magatama Yasakani, one of the three imperial regalia of Japan.

The name of the Sumeru wisdom region probably comes from “Sumer” (Akkadian Šumerû), one of the oldest known civilizations that existed in Mesopotamia. The territory of Sumeru is divided into two parts – tropical and desert. The tropical part is based on the culture of India and Zoroastrian Iran.

The State of Fontaine is probably inspired by France. The Chinese name of Fontaine (Chinese: 枫丹 – Fēngdān) is a clipping from the Chinese name of the French commune in the suburbs of Paris in France “Fontainebleau” (Chinese: 枫丹白露 – Fēngdānbái lù). The Krio region called Snezhnaya is inspired by Tsarist and Soviet Russia. The Chinese name for Snezhnaya (至冬 Zhìdōng) is an anagram of 冬至 Dōngzhì, which means “winter solstice”.

**The prototype geographical locations of the game** include the Dragon Ridge which stores the remains of a destroyed civilization under its snow. The location is extremely unfriendly to players, especially to beginners. As well as a possible prototype – the Matterhorn on the border of Switzerland. This peak is difficult even for professional climbers.

Qingce Village in the north of Li Yue is covered with flower fields, streams and waterfalls. Like the Honghe Hani Rice Terraces in China, which are listed as a UNESCO World Heritage Site.

The Huaguang stone forest. Its prototype was the Chinese Zhangjiajie National Forest Park. When creating Tianheng Mountain, the developers took as a basis a real location – Tianmen Mountain. Its staircase road leads to the Heaven’s Gate cave, and then to the top of the mountain. The prototype of the Luhua lakes and their surroundings is the Chinese Huanglong Nature Reserve. This reserve is very popular among tourists, as many rare animals, such as the giant panda, live near it. The main palace of Inazuma Tenshukaku symbolizes the power and inviolability of the ruler. When creating it, the developers were inspired by the real Himeji Castle, one of the most visited attractions in Japan.

The tomb of King Deshret in the desert part of Sumeru is a real reference to the Pyramid of Cheops (Khufu) – the only monument of the Seven Wonders of the Ancient World that has survived to this day, as well as a national treasure of Egypt.
References to real historical eras include the Sakoku Decree and the Hunt for the Eye of God in the second story chapter of “Genshin Impact”, which parallel the real-life Sakoku policy carried out by the Tokugawa shoguns. The shogunate, Inazuma’s system of government, is a direct reference to Japan’s system of government under the shogun from the late 12th to the 19th centuries.

References to real historical figures. The prototype for the Sumerian linguist Al-Haytham was the real Arab doctor and scientist Ibn al-Haytham. Ibn al-Haytham gained wide popularity in the Arab world and Western countries thanks to his “Treatise on Optics”. The scientist was engaged in eye research and in 1010 he made a model of the lens – the first biconvex lens, which he proposed to use for reading for older people. He went down in history as the “father of optics and dioptrics.”

The image of the protector of the village Aaru Kandakia is collective, as is her name Kandakia (Kandaka, Kandake) – the title of the ruling queens of the ancient kingdom of Kush. The term was also used for the formal title of the Queen Mother. The legend from the 2nd-1st centuries BC novel “The History of Alexander the Great” tells of Candace from Meroe, who fought with Alexander the Great.

References to works of literature and art. In “Genshin Impact”, the Seven Archons usually have several names – personal names and/or names by which ordinary people know them and special demonic names. The reasons why the deities of Teyvat and some other heroes are named after demons are as yet unknown. However, we know where the developers got these names from. Barbatos, Morax, Beelzebub, Baal, Paimon, Buer, Focalor, Astaroth, Naberius – all these are the names of the demons of the “Goetia”. Demons of Goetia (lat. Ars Goetia) are demons listed in the first part of the magical grimoire “The Lesser Key of Solomon” (lat. Lemegeton Clavicula Salomonis). Goetia (goetia, goetia) (from ancient Greek γοητεία - “witchcraft, divination, enchantment”) is a medieval magical tradition of summoning demons and composing talismans.

According to the legend, King Solomon imprisoned 72 demons in a copper jug, sealed it with a secret seal and threw it into a deep lake. However, the Babylonian priests took out the vessel and unsealed it, releasing the demons back, but did not forget to create 72 great seals, each of which had power over the corresponding demon. They had to do this because the Great Seal of Solomon was lost and there was no possibility of joint control of the spirits of the jar. It is believed that the 72 Great Seals were entrusted to the corresponding Guardians, on whose shoulders fell the responsibility of monitoring the stability of the world.

To date, the main antagonists of Genshin Impact are members of a special military and diplomatic organization called Fatui. In its chapter there are 11 harbingers, and some of their names are taken from the Italian “Commedia Dell’arte” (Italian commedia dell’arte) – Tartaglia, Signora, Dottore, Scaramuccia, Pulcinella, Pedrolino, Capitano, Pantalone, Sandrone, Arlecchino. It is also called the “comedy of masks.” The performances of “Del Arte” were created using the method of improvisation based on a script containing a brief plot outline of the performance, with the participation of actors dressed in masks.

Cultural parallels include the main annual event in “Genshin Impact”, the Sea Lantern Festival, which both in essence and in name coincides with the largest holiday in China – the Chinese New Year or Lantern Festival. “Yuanxiaojie” (Chinese: 元宵, pinyin: Yuánxiāojié) marks the end of the Spring Festival or the traditional New Year.

Some of the characters in “Genshin Impact” were inspired by various creatures from mythologies around the world. Thus, the heroine from Li Yue, Gan Yu, is half a sacred qilin beast. Qilin in Chinese mythology is a miracle beast, the main one of the 360 animals living
on land. The qilin typically has multiple horns, blue-green scaly skin, the body of a horse, the legs of a deer, the head of a dragon, and the tail of a bear or ox. It lives for at least 2000 years, but only a select few can see it.

While traveling through Sumeru, we meet Genies – spirits from Arab mythology. Genies are known in North African, Egyptian, Syrian, Persian and Turkish folklore, as well as in the Koran and Arabic literature. They are considered to be creatures that can take human or animal form, and live in all kinds of inanimate objects such as stones, trees, ruins, as well as live in earth, air and fire.

Most of the creatures in the game are from Japanese mythology.

Yokai (Japanese: 妖怪 yokai) is a collective term for various supernatural creatures. In “Genshin Impact”, we most often encounter the following:

<table>
<thead>
<tr>
<th>Creature</th>
<th>Representatives</th>
<th>Description</th>
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<tbody>
<tr>
<td>Kitsune (Jap. 狐 – Japanese name for fox)</td>
<td>Kitsune Saigu, Yae Miko</td>
<td>In Japanese folklore, these animals have great knowledge, ancient life and magical powers. Kitsune usually take the form of a seductive beauty, a pretty young girl, but sometimes they also turn into men.</td>
</tr>
<tr>
<td>Tanuki (Jap. 虎 or タヌキ) – Japanese name for raccoon dog.</td>
<td>Ioroi, Shosei, Kichiboshi</td>
<td>Outside of Japan, this is the name given to traditional Japanese werewolf animals, which in Japan itself are called bakedanuki. (Jap. 化け狸).</td>
</tr>
<tr>
<td>Tengu (Jap. 天狗, literally – “Heavenly Dog”; Chinese: Tian-gou) is a creature from Japanese beliefs.</td>
<td>Kujo Sara</td>
<td>In Japanese mythology, Tengu are usually long-nosed half-men and half-birds, endowed with enormous strength, who lived in old trees with twisted trunks and loved to scare travelers and lumberjacks with thunderous laughter.</td>
</tr>
<tr>
<td>Öni (Jap. 鬼)</td>
<td>Arataki Itto</td>
<td>Large, evil, fanged and horned humanoid monsters with red, blue or black skin that live in Jigoku, the Japanese equivalent of hell.</td>
</tr>
</tbody>
</table>

In addition to legends and myths, “Genshin Impact” also contains references to the religions of ancient civilizations, and in particular to the belief system of Ancient Egypt.

Thus, the image of the Sumerian Mahamatra general Saino was inspired by Anubis – the ancient Egyptian god of funeral rituals and mummification, who is the “guardian of the scales” at the trial of Osiris in the kingdom of the dead.

The main pyramid of the Sumeru desert, the tomb of King Deshret, was named so not by chance. As in Ancient Egypt, this pyramid is the tomb of the ruler of these lands.

The analysis of the game “Genshin Impact” showed that it contains not only an abundance of new vocabulary, but also regional studies material that broadens one’s horizons and arouses interest in learning a foreign language.

“Genshin Impact” helps in learning English/Chinese vocabulary and develops listening skills.

**DISCUSSION**

When talking about the influence of computer games on learning foreign languages, it is important to understand that first of all we talk about expanding the vocabulary of students. This process may vary depending on the games the student plays. The vocabulary learned will also differ. Entertaining computer games are primarily about listening [24] and vocabulary [25]. This conclusion is confirmed by a number of scientists. However, it should be
noted that computer games serve as an excellent addition to the main educational process. In the context of analyzing the potential of “Genshin Impact” for teaching foreign languages, it is important to determine what specific tools the game can offer. We were able to identify the following:
1. Motivation.
2. Activation of educational and cognitive activity.
3. Enrichment of vocabulary.

Besides, the results of our study show that “Genshin Impact” gameplay has a positive effect on the development of the English and Chinese vocabulary, depending on the chosen language. Vocabulary acquisition occurs through gaming slang. Beyond passive word acquisition, it is also worth noting the importance of English/Chinese voice acting itself. The role of listening in the process of learning a foreign language is well known. To speak English, you need to listen to the English speech. C. Yu, L. Wu et al. discuss even the use of artificial intelligence speech synthesis technology, like in computer games, and wireless network technology in English listening teaching [26]. F. Cigerci, M. Gultekin suggest digital stories for mastering listening comprehension skills [27].

“Genshin Impact” can serve as an excellent source of an additional authentic source for listening. One of the reasons why Genshin Impact is so fun to play is because there are a lot of cutscenes in the game. A cut-scene is an episode in a computer game in which the player has little or no influence on the events taking place, usually interrupting gameplay. In simple words – a small story-driven in-game video. As in regular dialogues during the story, cut scenes have text accompaniment. This is somewhat similar to watching films and/or TV series in a foreign language with Russian subtitles. And such viewing is simply an excellent assistant in learning a foreign language [28]. While watching cutscenes, the player does not just listen to speech in a foreign language. They see what the characters say and do, and thereby understand the essence of what is happening, even if they do not have sufficient knowledge of the language. Parallel text translation into Russian helps to identify and separate previously unknown words, and also, with a certain number of repetitions, to consolidate their auditory and visual form in memory.

Thus, when working with the computer game “Genshin Impact,” you become immersed not only in the language itself, but also in its regional aspect.

CONCLUSION

In modern realities, knowledge of a foreign language, not only English, but also Chinese, is often a factor that determines both the level of a person’s professional success and the completeness of their life experience. Knowledge of foreign languages is not just a skill that must be possessed in order to be successful in the modern world; it is, first of all, a condition without which a person simply cannot live and develop fully. The methodology of teaching foreign languages has never stood still and is constantly evolving. Each time, methodologists were forced to develop more and more new teaching methods that would help achieve the most effective results. Today, the introduction of information technology into modern foreign language teaching, namely the use of computer games in the educational process, is of particular interest.

In our study, we turned to entertaining computer games in order to identify their educational potential. As an example, we used a widely known and popular game
among teenagers and youth from Chinese developers “Genshin Impact”. While studying the linguodidactic potential of this game, we found out that it has a huge amount of useful linguistic and regional studies material. The plot of “Genshin Impact” refers to many real-life or existing cultures and civilizations, thereby expanding the horizons of its players and instilling in them an interest to learn not only a foreign language but also to study world history.

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