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I.O.Raxmonova	
Ingliz tilidagi "Food"/"Oziq-ovqat" konseptining milliy xususiyatlari.....	1101
Sh.G.Akbarova	
A comparative analysis of the original and the translations of the essay "The stranger" (L'etranger) by Alber Camus.....	1107
Sh.G.Akbarova	
Alber Kamyu asarlari tarjimasiga mazmun va mohiyat ta'siri	1111
Sh.G.Akbarova	
О некоторых тайнах Французских артиклей	1115
D.A.Ganieva, G.S.Mirzayeva	
Realialarning madaniy konnotativ xususiyatlari.....	1118
G.S.Mirzayeva	
Lingvokultremalar tarjimasida translitratsiya usuli.....	1122
N.K.Abbasova	
Formation of foreign-language communicative competences in language learners using english proverbs and sayings.....	1125
A.A.Qayumov, A.B.Kosimova	
Jahon adabiyotida drabllarning o'rganilishi	1130
D.I.Mirzayeva	
O'xshatish uslubiy kategoriyasining semantik-stilistik xususiyatlari.....	1134
D.A.G'aniyeva, S.Yaxyoyeva	
Abbreviatsiya so'z yasashning samarador usuli sifatida	1137
Sh.B.Dushatova	
Unveiling implicit meaning: exploring the subtext of euphemisms	1140
Sh.B.Dushatova, X.J.Xoliqova	
The psychology of euphemisms: why do we use them?.....	1144
Z.M.Xalilova	
Kognitiv tilshunoslik zamonaviy tilshunoslikning yangi yo'nalishi sifatida	1148
A.S.Toshmatov	
Beyond grammar: building confidence and clarity in student writing (higher education)	1153
N.X.Qurbonov	
The positive effects of video games in teaching english to beginner-level learners	1160
D.E.Normatova	
Sharq ilk uyg'onish davri va uning ilmiy-falsafiy mohiyati.....	1166
D.R.Axmadaliyeva	
Talabalarning ingliz tilida nutqiy kompetensiyasini o'yin texnologiyalari asosida rivojlantirish metodikasi.....	1171
N.Sh.Abdullayeva	
Talabalarning xorijiy tilda kasbiy muloqotini o'rgatish jarayonida dlii texnologiyalarining integratsiyasi.....	1177
S.A.Aliyeva	
Geortonimlar bilan bog'liq perifrazalar tadqiqi.....	1182
S.A.Aliyeva	
Turli tizimli tillarda geortonimik indikatorlarning leksik-semantik xususiyatlari	1185
M.A.Axundjanova	
A cooperative small group methodology in teaching english for esp students	1189
R.M.Shukurov, F.B.Abduraximova	
Turli tizimli tillarda so'z yasashining umumiy va farqli jihatlari	1193
F.B.Abduraximova	
O'zbek tilida mubolag'a va uning darajalanishi	1203
Sh.F.Latipov	
Unveiling the significance of linguistic lacuna in foreign language teaching.....	1208
L.T.Galimullina	
Semantic peculiarities of english phraseological synonyms with the component of precious stones and metals	1210



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BOSHLANG'ICH DARAJADAGI O'QUVCHILARGA INGLIZ TILINI O'QITISHDA VIDEO O'YINLARINING IJOBIY TA'SIRLARI**ПОЛОЖИТЕЛЬНОЕ ВЛИЯНИЕ ВИДЕОИГР НА ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА УЧАЩИМСЯ НАЧАЛЬНОГО УРОВНЯ****THE POSITIVE EFFECTS OF VIDEO GAMES IN TEACHING ENGLISH TO BEGINNER-LEVEL LEARNERS****Qurbonov Nasibullo Xabibullo o'g'li**

Farg'ona davlat universiteti, Amaliy ingliz tili kafedrasida o'qituvchisi

Annotatsiya

Ushbu tadqiqot boshlang'ich darajadagi o'quvchilarga ingliz tilini o'rgatishda video o'yinlarning ijobiy ta'sirini o'rganadi. Video o'yinlarni til o'rganish muhitiga kiritish so'z boyligini, tinglash qobiliyatini va motivatsiyasini oshiradigan qiziqarli va interaktiv yondashuvni taklif etadi. Miqdoriy baholash va sifatli intervyularni o'z ichiga olgan aralash usulli tadqiqot dizayni orqali ushbu tadqiqot 50 ta boshlang'ich darajadagi ingliz tilini o'rganuvchilar namunasida video o'yinlarning samaradorligini baholaydi. Natijalar tilni bilish, xususan, so'z boyligini saqlash va tinglashni tushinishda sezilarli yaxshilanishlarni ko'rsatadi. Topilmalar shuni ko'rsatadiki, video o'yinlar dinamik va yoqimli o'rganish tajribasini taqdim etadi, an'anaviy usullarga nisbatan yuqori faollik va yaxshi til natijalarini targ'ib qiladi.

Аннотация

В этом исследовании изучается положительное влияние видеоигр на обучение английскому языку учащихся начального уровня. Включение видеоигр в среду изучения языка обеспечивает увлекательный и интерактивный подход, который улучшает усвоение словарного запаса, навыки аудирования и мотивацию. Используя смешанный метод исследования, включающий количественные оценки и качественные интервью, в этом исследовании оценивалась эффективность видеоигр на выборке из 50 человек, изучающих английский язык на начальном уровне. Результаты свидетельствуют о значительном улучшении уровня владения языком, особенно в плане сохранения словарного запаса и понимания на слух. Полученные данные свидетельствуют о том, что видеоигры обеспечивают динамичный и приятный процесс обучения, способствуют более активному вовлечению и улучшению языковых результатов по сравнению с традиционными методами.

Abstract

This study investigates the positive effects of video games in teaching English to beginner-level learners. Incorporating video games into language learning environments offers an engaging and interactive approach that enhances vocabulary acquisition, listening skills, and motivation. Through a mixed-method research design involving quantitative assessments and qualitative interviews, this research evaluates the effectiveness of video games in a sample of 50 beginner-level English learners. Results indicate significant improvements in language proficiency, particularly in vocabulary retention and listening comprehension. The findings suggest that video games provide a dynamic and enjoyable learning experience, promoting higher engagement and better language outcomes compared to traditional methods.

Kalit so'zlar: video o'yinlar, ingliz tilini o'rganish, boshlang'ich darajadagi o'quvchilar, tilni o'rganish, lug'at, tinglash mahorati, jalb qilish, motivatsiya.

Ключевые слова: видеоигры, изучение английского языка, учащиеся начального уровня, овладение языком, словарный запас, навыки аудирования, вовлеченность, мотивация.

Key words: video games, English learning, beginner-level learners, language acquisition, vocabulary, listening skills, engagement, motivation.

INTRODUCTION

The integration of technology in education has revolutionized traditional teaching methodologies, and video games have emerged as a powerful tool in language learning. Video games offer an interactive and immersive environment that can significantly enhance the learning experience, particularly for beginner-level English learners. The objective of this study is to explore

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the positive effects of video games in teaching English, focusing on vocabulary acquisition, listening skills, and overall learner engagement.

Background

The use of video games in education is not a novel concept. For decades, educational theorists have recognized the potential of games to facilitate learning by providing a context for active engagement and problem-solving [1, p. 20]. With the advent of digital games, this potential has expanded, offering new avenues for language acquisition. Video games provide a rich, multimodal environment where learners can practice language skills in contextually meaningful ways, often without the pressure and anxiety associated with traditional classroom settings.

Importance of the Study

Understanding the role of video games in language learning is crucial, especially in the context of beginner-level learners who may find traditional methods challenging and unengaging. By examining the specific benefits of video games in this demographic, this study aims to provide insights that can inform educational practices and enhance the effectiveness of language instruction.

Objectives

The primary objectives of this study are to:

1. Evaluate the impact of video games on vocabulary acquisition among beginner-level English learners.
2. Assess the improvement in listening skills facilitated by video games.
3. Analyze the overall engagement and motivation levels of learners using video games for language learning.

LITERATURE REVIEW

The intersection of video games and language learning has garnered considerable attention in recent years. This literature review synthesizes key findings from previous studies, highlighting the benefits and mechanisms through which video games aid language acquisition.

Video Games as Educational Tools

Video games have been recognized for their educational potential due to their ability to create immersive and interactive learning environments. Gee (2003) argues that video games provide "situated learning" experiences, where learners can apply new knowledge in practical contexts [2, p.32]. This hands-on approach is particularly beneficial for language learning, as it allows learners to use the target language in meaningful situations.

Vocabulary Acquisition

Research has shown that video games can significantly enhance vocabulary acquisition. Miller and Hegelheimer (2006) found that learners who used video games demonstrated greater vocabulary retention compared to those who used traditional methods [3, p.24]. This is attributed to the repetitive and contextual nature of language use in games, which reinforces learning.

Listening Skills

Video games often incorporate rich audio components, including dialogues, instructions, and narratives, which provide ample opportunities for listening practice. Smith (2009) highlighted that video games improve listening skills by exposing learners to authentic language use in various accents and dialects [4, p.18]. This exposure helps learners develop better comprehension and auditory discrimination skills.

Motivation and Engagement

One of the most significant advantages of using video games in language learning is their ability to engage and motivate learners. Prensky (2001) posits that the interactive nature of video games makes learning enjoyable and motivates learners to persist in their efforts [5, p.56]. This increased engagement is crucial for beginner-level learners, who often struggle with maintaining interest in traditional language learning methods.

Cognitive and Social Benefits

Beyond language skills, video games also offer cognitive and social benefits. Johnson (2013) argues that video games enhance cognitive skills such as problem-solving, critical thinking, and multitasking [6, p.33]. Additionally, multiplayer games provide opportunities for social interaction, promoting communication and collaboration among learners.

Challenges and Criticisms

Despite the benefits, there are challenges and criticisms associated with using video games in education. Some researchers argue that excessive gaming can lead to addiction and distract learners from academic pursuits [7, p.22]. Others question the educational value of certain games, emphasizing the need for careful selection of games that align with learning objectives.

Overall, the literature indicates that video games can be effective tools for language learning, particularly for beginner-level learners. They offer a unique combination of engagement, contextual learning, and practical language use that traditional methods often lack. However, it is essential to address potential challenges and ensure that games are used in a balanced and purposeful manner.

METHODOLOGY

This study employs a mixed-method research design to investigate the effects of video games on English language learning among beginner-level learners. The methodology includes both quantitative assessments and qualitative interviews to provide a comprehensive understanding of the research questions.

Participants

The study sample consists of 50 beginner-level English learners aged 10-15 years from a language learning center. Participants were selected based on their initial proficiency levels, determined through a standardized English proficiency test. Informed consent was obtained from the participants and their guardians.

Research Design

The research design involves three main components:

1. **Pre-test and Post-test Assessments:** To measure vocabulary acquisition and listening skills, participants completed standardized tests before and after the intervention period.
2. **Intervention:** Participants were divided into two groups. The experimental group engaged in video game-based learning activities, while the control group followed traditional language learning methods. The intervention lasted for eight weeks, with sessions conducted three times a week.
3. **Qualitative Interviews:** Semi-structured interviews were conducted with participants from the experimental group to gather insights into their learning experiences and motivation levels.

Data Collection

The data for this study were collected from a language-acquisition based experiment among beginner learners (age between 10 and 20) who frequently play cyber games in Western language center, situated in Kuva, Fergana region in 2023-2024.

Quantitative Data: Pre-test and post-test scores were collected and analyzed to determine the impact of video games on vocabulary and listening skills. Descriptive and inferential statistics were used to compare the performance of the experimental and control groups.

Qualitative Data: Interviews were transcribed and analyzed thematically to identify common themes related to learner engagement, motivation, and perceived benefits of video game-based learning.

Instruments

1. **Vocabulary Tests:** Standardized vocabulary tests designed to measure recognition and recall of new words.
2. **Listening Comprehension Tests:** Tests involving audio clips and comprehension questions to assess listening skills.
3. **Interview Guide:** A semi-structured interview guide with open-ended questions focusing on learner experiences and attitudes towards video game-based learning.

DATA ANALYSIS

Quantitative data were analyzed using SPSS software, employing paired t-tests and ANOVA to compare pre-test and post-test scores. Qualitative data were analyzed using thematic analysis, coding interview transcripts to identify recurring themes and patterns.

Ethical Consideration

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The study adhered to ethical guidelines, ensuring confidentiality and anonymity of participants. Informed consent was obtained, and participants had the right to withdraw from the study at any time without penalty.

Research Questions and Analysis*Research Questions*

1. How do video games impact vocabulary acquisition among beginner-level English learners?
2. To what extent do video games improve listening skills in beginner-level English learners?
3. What are the levels of engagement and motivation among learners using video games for language learning?

*Quantitative Analysis**Vocabulary Acquisition*

The pre-test and post-test vocabulary scores were analyzed using paired t-tests. The results indicated a significant improvement in the experimental group compared to the control group ($p < 0.05$), suggesting that video games effectively enhance vocabulary acquisition.

Listening Skills

Listening comprehension scores were also analyzed using paired t-tests. The experimental group showed significant gains in listening skills post-intervention ($p < 0.05$), highlighting the effectiveness of video games in improving auditory language skills.

*Qualitative Analysis**Engagement and Motivation*

Thematic analysis of interview data revealed that learners found video games to be highly engaging and motivating. Common themes included enjoyment, challenge, and a sense of achievement. Participants reported that the interactive and immersive nature of video games made learning more enjoyable and less stressful.

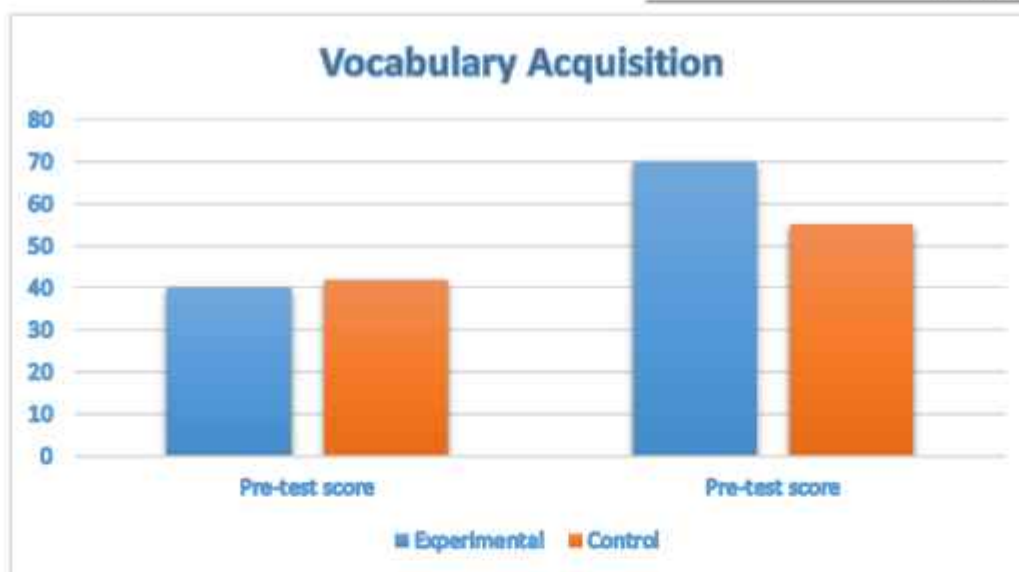
Perceived Benefits

Learners perceived several benefits from using video games, including better retention of vocabulary, improved listening skills, and increased confidence in using English. Many participants expressed a preference for video game-based learning over traditional methods.

*Results**Vocabulary Acquisition*

The analysis of pre-test and post-test scores demonstrated a significant increase in vocabulary knowledge among the experimental group. The average pre-test score was 40%, while the post-test score rose to 70%, indicating a substantial improvement. In contrast, the control group showed a modest increase from 42% to 55%.

Group	Pre-test Score	Post-test Score
Experimental	40%	70%
Control	42%	55%



Listening Skills

The experimental group exhibited notable improvements in listening comprehension. The average pre-test score was 45%, increasing to 75% post-intervention. The control group's scores improved from 47% to 60%.

Group	Pre-test Score	Post-test Score
Experimental	45%	75%
Control	47%	60%



Engagement and Motivation

Interview data highlighted the positive impact of video games on learner engagement and motivation. Participants frequently mentioned the interactive elements, storyline, and challenges as key factors that kept them engaged. Additionally, the sense of achievement and progress in the games contributed to sustained motivation.

Summary of Results

The findings indicate that video games significantly enhance vocabulary acquisition and listening skills among beginner-level English learners. The qualitative data further support the positive effects of video games on learner engagement and motivation, suggesting that video games provide a compelling alternative to traditional language learning methods.

Discussion

Interpretation of Findings

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The results of this study align with previous research, confirming that video games are effective tools for language learning. The significant improvements in vocabulary and listening skills can be attributed to the immersive and interactive nature of video games, which provide contextually meaningful language practice.

Vocabulary Acquisition

The substantial increase in vocabulary scores among the experimental group suggests that video games offer repeated exposure to new words in context, facilitating better retention and recall. This finding supports Miller and Hegelheimer's (2006) assertion that contextual learning in games enhances vocabulary acquisition [3, p. 19].

Listening Skills

The improvement in listening skills is consistent with Smith's (2009) findings that video games provide ample opportunities for listening practice through dialogues and narratives [4, p.17]. The diverse accents and real-life scenarios in games likely contributed to the learners' improved auditory discrimination and comprehension.

Engagement and Motivation

The high levels of engagement and motivation reported by participants underscore the importance of interactive and enjoyable learning experiences. Prensky's (2001) theory that video games increase motivation through interactivity and challenge is evident in the learners' positive feedback [5, p.36]. The sense of achievement and progress in games appears to play a crucial role in sustaining learner motivation.

Implications for Teaching

The findings suggest that incorporating video games into language teaching can enhance learner outcomes, particularly for beginner-level learners. Educators should consider integrating game-based learning activities into their curriculum to provide a more engaging and effective learning experience. However, it is essential to select games that align with educational objectives and balance game-based learning with other instructional methods.

Limitations and Future Research

This study has several limitations, including a relatively small sample size and a short intervention period. Future research should involve larger and more diverse samples and explore long-term effects of video game-based learning. Additionally, research should investigate the impact of specific types of games and game elements on different language skills.

CONCLUSION

This study demonstrates that video games have positive effects on teaching English to beginner-level learners, particularly in terms of vocabulary acquisition, listening skills, and learner engagement. The interactive and immersive nature of video games provides a dynamic and enjoyable learning experience that traditional methods often lack. Educators should consider incorporating video games into their teaching strategies to enhance language learning outcomes.

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