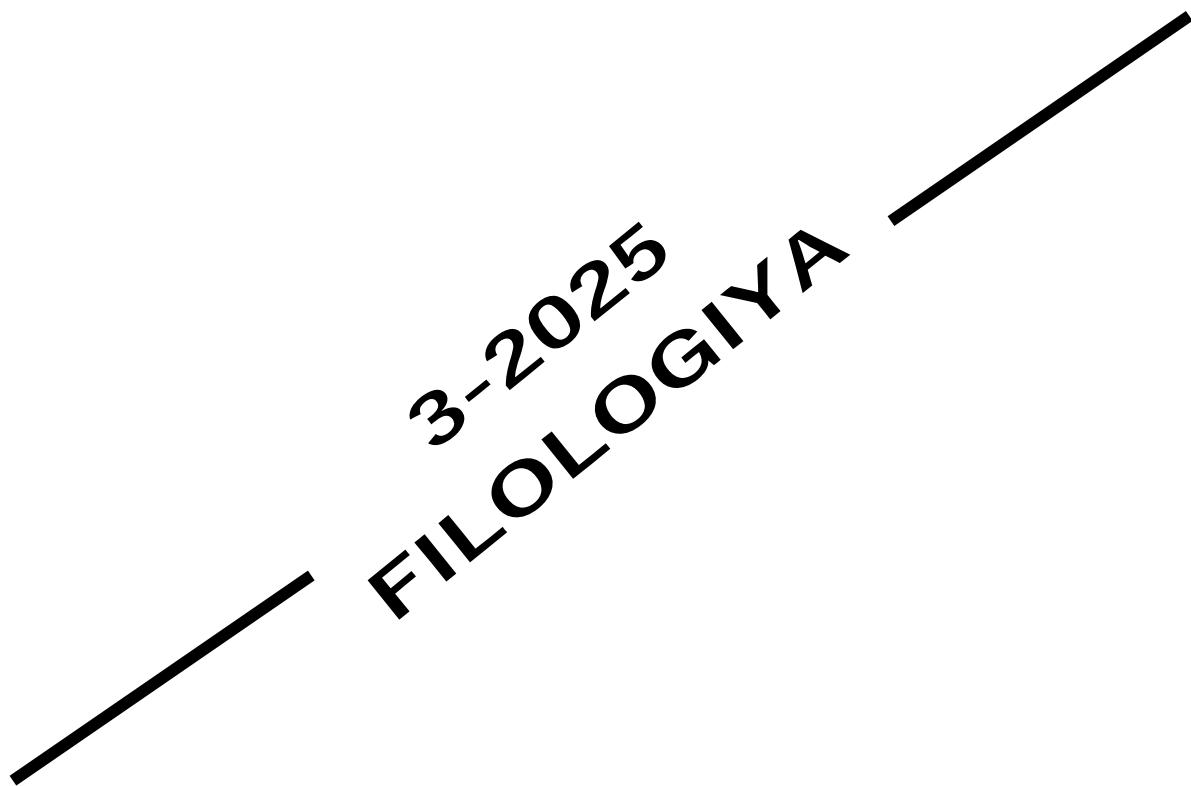


O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
FARG'ONA DAVLAT UNIVERSITETI

**FarDU.
ILMIY
XABARLAR-**

1995-yildan nashr etiladi
Yilda 6 marta chiqadi



**НАУЧНЫЙ
ВЕСТНИК.
ФерГУ**

Издаётся с 1995 года
Выходит 6 раз в год

N.O.Ikromova	
Chingiz Aytmatovning “Alvido, Gulsari” qissasi nutq shakllarini tarjima qilishning	
psixolingvistik xususiyatlari	128
Ш.М.Артикова	
Сопоставление стратегий вежливости и культурных установок в англосаксонском и	
узбекском семейном дискурсе.....	136
G.A.Komilova	
Siyosiy nutqlarda ishontirish strategiyalarining lingvistik tahlili.....	145
M.T.Ikromov	
Botanik terminlarning etnomadaniy tadqiqi.....	149
U.H.Usmonova	
O‘zbek, rus va ingliz tillaridagi fe'l frazeologik birliklarning struktur-semanatik va	
lingvokulturologik tadqiqi	154
U.M.Askarova	
Gapda uyushiq bo'laklarning o'rni va ahamiyati (Ozod Sharafiddinov asarlari misolida).....	158
Sh.Kh.Sayidov, N.M.Nabijonova	
The intersection of paralinguistics and sociolinguistics.....	163
M.Y.Mamajonov, F.A.Bekmuxamedova	
Inglizcha va o'zbekcha maqollar asosida lingvokognitiv tahlil	166
Sh.Sh.Dadabayeva	
Aksiolingvistikadagi asosiy jarayonlar	171
Sh.Sh.Dadabayeva	
Axloqiy-fuqaroviy qadriyatlarni ifodalovchi aksiologik leksikalar tadqiqi	175
L.T.Galimullina, K.M.Akramova	
The semantics of verbal phraseological units and their evaluative emotive peculiarities in the	
English and Russian languages	179
X.A.Baymanov, M.M.Soatova	
Hajviy matnlarni tarjima qilishning kognitiv-pragmatik xususiyatlari	184
Sh.R.Karimjonova	
Kognitiv tilshunoslik: asosiy yondashuvlar va tushunchalar	188
L.T.Galimullina, N.F.Salakhutdinova	
Some issues in the antonymy of phraseological units in the english language	195
Р.Сулейманова	
Историческая лексика тюркских языков: морфосемантическое и этимологическое	
исследование корневых слов	199
A.Sh.Mukhamadiev	
Aggression as a form of speech influence in the literature of the uzbek and english languages ..	203
S.Z.Hemidli	
Metaphorization in the mythological lexicon of english and azerbaijani languages	
(comparative-historical typological linguistics).....	209
X.U.Qodirova	
Nutqiy etiket va milliy-madaniy identikatsiya: ingliz tili konteksti misolida	215
Д.Б.Хамирова	
Влияние языка на формирование специализированной терминологии	218
G.A.Zaynudinova	
O‘zbek tilshunosligida lingvopoetika umumfilologik yo‘nalish sifatida	222
R.Kahramanova	
Lexical and grammatical features of kinship terms in azerbaijani dialects	227
A.M.Aimuxammetova	
Ingliz va qoraqalpoq tilshunosligida numerativ birliklarning o‘rganilish tarixi	231
N.Q.Adamboyeva	
Non-traditional language learning methods and brain activity	234
D.S.Usmonova, N.R.Rajabova	
Ingliz tili o‘rganishda gamifikatsiya: motivatsiya va faollikni oshirish	237
M.T.Raxmonqulova	
Tilshunoslikda “Konsept” va “Konseptosfera” tushunchalari talqini	241



УО'К: 37.018.5:37.091+81'243+159.922

INGLIZ TILI O'RGANISHDA GAMIFIKATSIYA: MOTIVATSIYA VA FAOLLIKNI OSHIRISH**GAMIFICATION IN ENGLISH LANGUAGE LEARNING: ENHANCING MOTIVATION AND ENGAGEMENT****ИСПОЛЬЗОВАНИЕ ИГРОВОЙ СРЕДЫ В ПРОЦЕССЕ ЯЗЫКОВОГО ОБУЧЕНИЯ
СПОСОБСТВОВАНИЕ МОТИВАЦИИ И ВОВЛЕЧЕНИЯ В ОБРАЗОВАТЕЛЬНЫЙ ПРОЦЕСС****Usmonova Dona Satvoldiyevna¹ **¹Fergana State University, Senior teacher, PhD**Rajabova Niginaxon Raxmatullayevna² **²Fergana State University, Bachelor's degree student**Annotatsiya**

Mazkur maqolada ingliz tilini o'rganish jarayonida o'quvchilarni jalb qilishning muhim jihatlari, xususan, o'yin dasturlari orqali tilni o'zlashtirish masalalari o'rganiladi. Hozirgi zamonaviy dunyoda ta'lim sohasida doimiy yangilanishlar sodir bo'lib, bu holat xorijiy tillarni o'rganish va yangi texnologiyalarni egallash uchun yangi imkoniyatlar yaratmoqda. Shuningdek, "geymifikatsiya" kabi innovatsion yondashuv yosh avlodga yanada qulay sharoit yaratib, ta'lim jarayonini xilma-xil usullar orqali tashkil etish imkonini beradi. Bu esa bir xillikdan va tushunish qiyin bo'lgan ko'r miqdordagi axborotdan qochishga yordam beradi. O'yin elementlarini ta'lim jarayoniga tatbiq etish psixologik to'siqlarni yengishga ko'maklashish, mashg'ulotlar davomida yuzaga keladigan xavotir va qo'rquv darajasini kamaytiradi hamda ingliz tilini o'rganishga doimiy qiziqish uyg'otadi. O'quvchilarning yangi tilni o'zlashtirish jarayonida o'yin shaklidagi mashg'ulotlarga qiziqishi oshishi bugungi jamiyatning zamonaviy talablariga mos kelish va ta'lim tizimidagi so'nggi yutuqlardan xabardor bo'lish imkonini beradi. Bundan tashqari, o'yin metodlari orqali amalga oshiriladigan ta'lim jarayoni o'quvchilarning kommunikativ ko'nikmalarini rivojlantiradi, ularni jamoaviy faoliyatga jalb etadi va hamkorlikka asoslangan sog'lom muhit yaratadi. O'tkazilgan tadqiqot natijalari shuni ko'ssatadiki, o'yin elementlari asosida tuzilgan mashg'ulotlarni ta'lim jarayoniga integratsiya qilish o'quv materiallarini samarali o'zlashtirishni ta'minlaydi, ijobjiy motivatsiya shakllanishiga xizmat qiladi va xorijiy tillarni o'qitish sohasidagi zamonaviy talablarni amalga oshirishda muhim ahamiyat kasb etadi.

Аннотация

В данной работе рассматриваются ключевые элементы повышения вовлечённости обучающихся в процесс освоения английского языка с использованием игровых технологий. В условиях стремительных перемен в образовательной сфере появляются новые способы освоения иностранных языков, основанные на интеграции современных цифровых инструментов. Одной из таких методик является геймификация, которая способствует созданию комфортной и мотивирующей среды обучения. Игровые подходы позволяют исключить однообразие подачи материала и снизить сложность восприятия лексики за счёт внедрения интерактивных заданий. Применение игровых элементов облегчает преодоление психологических барьеров, уменьшает тревожность при выполнении заданий и формирует устойчивый интерес к изучению языка. Повышение активности обучающихся в процессе использования игровых технологий соответствует современным образовательным стандартам и отражает актуальные тенденции в области языкового образования. Более того, вовлечение студентов в игровые формы обучения способствует развитию навыков коммуникации, укрепляет сотрудничество между учащимися и создаёт позитивную атмосферу взаимодействия. Результаты исследования подтверждают, что интеграция игровых методов в учебный процесс способствует более глубокому усвоению учебного материала, формированию внутренней мотивации и помогает соответствовать требованиям современного преподавания иностранных языков.

Abstract

This article examines the essential factors that contribute to engaging students in the process of learning English through the use of game-based programs. In today's rapidly changing world, advancements in education have created new opportunities not only for mastering modern technologies but also for acquiring foreign languages. One innovative approach, known as gamification, creates a more comfortable learning environment for young people and allows them to absorb material through diverse methods, helping to avoid monotonous instruction and overwhelming vocabulary loads. Incorporating game mechanics into the educational process assists learners in overcoming psychological barriers and reducing anxiety during academic tasks. This approach fosters a stable and lasting interest in

studying English. Increased engagement in interactive, game-based activities significantly enhances the effectiveness of language acquisition, ensuring alignment with modern educational standards and keeping pace with current developments in teaching methods. Additionally, the gamified learning model promotes the development of communication skills by encouraging students to collaborate in group activities and creating a positive, cooperative classroom atmosphere. The research demonstrates that integrating game-based exercises into language education improves the overall quality of knowledge retention, nurtures positive motivation, and supports the achievement of contemporary foreign language learning objectives.

Kalit so'zlar: SI, Ta'lim, Geymifikatsiya, O'yinlar orqali o'qitish, Xorijiy tilni o'rganish, Kommunikatsiya, Til to'sig'ini yengib o'tish, Muloqot ko'nikmasini rivojlantirish.

Ключевые слова: ИИ, Образование, Геймификация, Обучение через игры, Изучение иностранного языка, Коммуникация, Преодоление языкового барьера, Развитие навыка общения.

Key words: AI, Education, Gamification, Learning through games, Learning a foreign language, Communication, Overcoming language barriers, Developing communication skills.

INTRODUCTION

In today's interconnected world, mastering foreign languages has become fundamental for cross-cultural communication and global collaboration. Language proficiency is no longer viewed as a supplementary skill but as a necessity for personal, academic, and professional growth. Despite the increasing demand for language education, conventional teaching methodologies often fail to sustain learners' motivation or adequately address their individual learning needs. Repetitive exercises and passive learning environments can reduce interest and limit learners' long-term commitment.

An emerging response to these challenges is the adoption of gamification within the language learning process. This pedagogical method involves applying game elements — such as scoring systems, competitive tasks, and reward mechanisms — into non-game contexts like education. Gamification enhances learner engagement by introducing interactive, goal-oriented activities that encourage persistence and participation [1]. Unlike traditional methods that typically prioritize memorization, gamified approaches create a dynamic and enjoyable learning environment tailored to individual learners.

Recent technological advances, particularly in artificial intelligence (AI), have further revolutionized gamified learning tools. Platforms like Duolingo and Kahoot! now incorporate AI algorithms that personalize content, provide instant feedback, and adjust to each learner's progress [3]. These developments have made gamified learning adaptable for a wide spectrum of learners, ranging from beginners to advanced students.

However, it is important to acknowledge that gamification may not be universally effective. Some learners may become overly focused on earning points or rewards, which can detract from deeper understanding and mastery of the language. This highlights the need for careful integration of gamification within language curricula to balance its benefits with potential limitations.

MATERIALS AND METHODS

This research employed a mixed-method approach to investigate the influence of gamification on ESL learners' motivation, engagement, and language proficiency. The study was conducted over a 12-week period at two private language institutions. A total of 60 participants, all aged between 18 and 25, were selected through random sampling. Their proficiency levels, according to CEFR standards, ranged from A2 (elementary) to B2 (upper-intermediate).

Participants were divided equally into an experimental group and a control group. The experimental group used gamified platforms — specifically Duolingo and Kahoot! — that feature AI-enhanced personalization and interactive tasks [2]. The control group followed a traditional curriculum that relied on instructor-led lessons and standard textbooks.

Quantitative data were collected through pre- and post-course proficiency tests assessing vocabulary knowledge, grammar accuracy, and reading comprehension. Surveys employing Likert-scale items were administered to measure motivation and engagement levels at both the beginning and end of the course. Qualitative data were gathered via semi-structured interviews with 10 participants from each group and through classroom observations focused on learner collaboration, participation, and language use.

The quantitative data were analyzed using descriptive and inferential statistics to evaluate improvements in language proficiency. Qualitative feedback was examined through thematic

TILSHUNOSLIK

analysis, which enabled the identification of patterns related to learner experiences, motivation, and perceptions of gamified learning.

RESULTS AND DISCUSSION

The results of the study reveal that the implementation of gamification had a positive effect on language learning outcomes. Learners in the experimental group demonstrated a greater improvement in post-test scores, with an average increase of 22% in overall proficiency compared to the 9% improvement observed in the control group. These findings support previous research that highlights the efficacy of game-based learning tools in reinforcing language acquisition [3].

Survey responses indicated higher levels of motivation and engagement among learners exposed to gamified platforms. Students reported that the interactive features, immediate feedback, and reward mechanisms encouraged them to practice consistently. Many participants also stated that game elements reduced anxiety typically associated with language learning, making them feel more comfortable and confident in classroom interactions [1].

Observational data further corroborated these findings, showing that students in the gamified group participated more actively in discussions and collaborative exercises. Activities such as real-time quizzes and team-based challenges fostered a supportive environment that enhanced peer interaction and communication skills.

Despite these positive outcomes, several challenges were identified. Some participants encountered technical difficulties, including unstable internet connections and limited access to digital devices, which occasionally disrupted their learning sessions. Additionally, learners with lower levels of digital literacy struggled to navigate certain features of the gamified applications [2]. Addressing these barriers requires institutions to invest in technological infrastructure and provide training to ensure learners can effectively utilize these tools.

A small segment of learners also displayed an overemphasis on competitive aspects, such as point accumulation and leaderboard rankings. This occasionally led to superficial engagement, where learners focused on progressing quickly rather than developing a comprehensive understanding of the language. Furthermore, prolonged screen time led to reports of fatigue among some participants, indicating a need to balance digital learning with offline, reflective tasks.

Teachers noted that while gamified platforms promoted learner autonomy and engagement, they also demanded additional time for monitoring progress and resolving technical issues. Ongoing professional development and institutional support are essential for educators to effectively integrate gamification into their teaching strategies.

CONCLUSION

This study investigated the impact of gamification on English language learning, specifically focusing on motivation, engagement, and language proficiency. The findings indicate that gamified platforms, enhanced by AI technologies, provide an effective means of creating interactive and adaptive learning environments. Learners demonstrated significant improvements in language proficiency and reported higher levels of motivation and engagement compared to those exposed to traditional instructional methods.

Nevertheless, the study highlights challenges such as technological barriers, potential superficial learning, and increased demands on educators. To maximize the benefits of gamification, educational institutions should invest in reliable digital infrastructure, offer training programs to improve digital literacy, and ensure that gamified content is pedagogically balanced.

In conclusion, gamification represents a promising and innovative strategy for modern language education. When thoughtfully implemented, it fosters learner autonomy, enhances communication skills, and makes the learning experience more enjoyable. Future research should explore the long-term effects of gamified learning on language retention and examine its applicability across various educational contexts. Investigating emerging technologies such as virtual reality and AI-driven adaptive systems may further enrich language learning in the digital age.

REFERENCES

1. Azar, A. S., & Tan, N. H. I. (2020). The application of ICT techs (mobile-assisted language learning, gamification, and virtual reality) in teaching English for secondary school students in Malaysia during covid-19 pandemic. *Universal Journal of Educational Research*, 8(11C), 55-63.

2. Feng, Z., & Wang, Y. (2023). Exploration on the application of digital gamification learning in second language education. <https://www.researchgate.net/publication/381526841>

3. Shortt, M., Tilak, S., Kuznetcova, I., Martens, B., & Akinkuolie, B. (2021). Gamification in mobile-assisted language learning: A systematic review of Duolingo literature from public release of 2012 to early 2020. Computer Assisted Language Learning, 1–38. <https://doi.org/10.1080/09588221.2021.1933540>