



**“ZAMONAVIY ILMIY YONDASHUVLAR VA TEXNOLOGIK
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Gamification as a tool for increasing motivation in Uzbek EFL classrooms

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Annotation

This conference thesis examines the role of gamification in increasing motivation among Uzbek learners in English as a foreign language (EFL) classrooms. Maintaining learners' engagement and motivation remains one of the major challenges in language teaching. The study explores how game-based elements such as points, badges, competitions, quizzes, and rewards can create an interactive learning environment and encourage active participation. It also discusses the impact of gamification on learners' motivation, classroom engagement, and language acquisition. The thesis highlights practical strategies for integrating gamified activities into English language teaching to improve learning outcomes.

Key words

gamification, motivation, EFL learners, English language teaching, classroom engagement, game-based learning, Uzbek learners, language acquisition.

O‘zbek EFL sinflarida motivatsiyani oshirish vositasi sifatida gamifikatsiya

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Annotatsiya. Ushbu konferensiyada tezisida o‘zbek EFL (ingliz tilini xorijiy til sifatida o‘rganuvchi) sinflarida o‘quvchilarning motivatsiyasini oshirishda gamifikatsiyaning o‘rni o‘rganiladi. O‘quvchilarning darsga qiziqishi va faol ishtirokini ta’minlash ingliz



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tilini o‘qitishdagi asosiy muammolardan biri hisoblanadi. Tadqiqot ballar, nishonlar, musobaqalar, viktorinalar va mukofotlar kabi o‘yin elementlaridan foydalanish o‘quv jarayonini yanada qiziqarli va interaktiv qilishini tahlil qiladi. Shuningdek, gamifikatsiyaning o‘quvchilar motivatsiyasi, darsdagi faolligi va tilni o‘zlashtirish jarayoniga ta’siri yoritiladi. Tezis ingliz tilini o‘qitishda gamifikatsiya elementlarini samarali qo‘llash bo‘yicha amaliy tavsiyalarni taklif etadi.

Kalit so‘zlar: gamifikatsiya, motivatsiya, EFL o‘quvchilari, ingliz tilini o‘qitish, darsdagi faollik, o‘yin asosida o‘qitish, o‘zbek o‘quvchilari, tilni o‘zlashtirish.

Геймификация как средство повышения мотивации в узбекских EFL-классах

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Аннотация. Данный тезис конференции посвящён изучению роли геймификации в повышении мотивации узбекских учащихся на занятиях по английскому языку как иностранному (EFL). Поддержание интереса и активного участия учащихся остаётся одной из основных задач преподавания иностранных языков. В работе рассматривается, как игровые элементы, такие как баллы, значки, соревнования, викторины и награды, способствуют созданию интерактивной образовательной среды и стимулируют учебную активность. Также анализируется влияние геймификации на мотивацию учащихся, их вовлечённость в учебный процесс и усвоение языка. В тезисе представлены практические рекомендации по эффективному использованию игровых технологий в обучении английскому языку.

Ключевые слова: геймификация, мотивация, учащиеся EFL, преподавание английского языка, вовлечённость в обучение, игровое обучение, узбекские



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учащиеся, усвоение языка.

Gamification has emerged as an innovative pedagogical approach that integrates game-design elements into non-game contexts, including education, healthcare, marketing, and business. In educational settings, gamification aims to enhance learner engagement, motivation, and participation by incorporating features such as points, badges, leaderboards, rewards, and challenges. In English as a Foreign Language (EFL) classrooms, maintaining learners' motivation and participation is often a challenging task. Traditional teaching methods may not always sustain students' interest, particularly when reviewing complex grammatical structures or vocabulary items. Gamified learning tools provide an effective solution by transforming routine classroom activities into engaging and interactive experiences. Following the presentation of new material, teachers can employ digital platforms such as Quizlet, Kahoot, Mentimeter, and Blooket to reinforce learning outcomes through quizzes, competitions, and collaborative tasks. These platforms create a low-anxiety learning environment in which students can participate without fear of making mistakes, thereby increasing both confidence and willingness to communicate. The effectiveness of gamification can be explained through motivational theories. When students experience a sense of achievement and progress, they are more likely to become actively involved in educational activities and demonstrate positive learning behaviors. The concept of gamification was formally introduced by Deterding et al. (2011), who defined it as the use of game elements in non-game contexts. Since then, numerous studies have highlighted its positive impact on learning outcomes. Digital learning environments provide particularly favorable conditions for the implementation of gamification. The integration of real-time feedback, progress monitoring, and adaptive learning pathways enables educators to personalize instruction according to learners' needs and performance levels.

Another important advantage of gamification is its ability to foster collaboration and social interaction. Caponetto, Earp, and Ott (2014) emphasize that team-based challenges, group competitions, and shared rewards promote cooperative learning and strengthen peer relationships. Such collaborative experiences are particularly valuable in digital classrooms, where students may otherwise experience social isolation. Through meaningful interaction and teamwork, learners develop not only academic



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knowledge but also communication and problem-solving skills. In general, gamification represents a powerful strategy for increasing motivation and improving learning outcomes in Uzbek EFL classrooms. By integrating game-based elements into language instruction, educators can create engaging, student-centered learning environments that promote participation, collaboration, and long-term academic success. As digital technologies continue to develop, gamification is likely to play an increasingly important role in modern English language teaching.

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