INCREASING MOTIVATION IN LEARNING ENGLISH USING GAMIFIED METHODS

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Abstract. This study explores the impact of gamified learning methods on increasing motivation among English language learners. By integrating game elements such as points, rewards, challenges, and collaborative tasks into the learning process, students demonstrate higher engagement, improved participation, and enhanced academic performance. The research highlights how gamification strategies can foster intrinsic motivation, encourage self-assessment, and promote active involvement in language learning. The findings provide practical implications for educators seeking to enhance student motivation and achievement through innovative pedagogical approaches.

Introduction. Learning English has become one of the most widely studied foreign languages in the modern educational system due to its significant role in international communication, academic achievement, and personal development. In recent years, educators have been exploring innovative strategies to enhance students' motivation and engagement, among which gamified learning has emerged as an effective approach. Gamification involves integrating game design elements such as points, badges, levels, challenges, and collaborative tasks into the educational process to increase interest, participation, and learning efficiency. Research indicates that gamified methods not only improve students' cognitive skills and knowledge retention but also foster intrinsic motivation, self-assessment, problem-solving abilities, and creative thinking. By creating a competitive and collaborative learning environment, gamification encourages learners to actively participate, set goals, and monitor their progress, which leads to better academic outcomes. In the context of Uzbekistan, where English language learning is a priority in schools and extracurricular programs, investigating the effectiveness of gamified teaching strategies is particularly relevant. This study aims to examine the impact of gamified methods on motivation and academic achievement among English language learners, assess their effectiveness in the classroom, and provide insights for implementing

innovative pedagogical practices that enhance student engagement and learning success. English has become one of the most widely studied foreign languages in the contemporary educational system due to its importance in international communication, academic development, and career opportunities. In recent years, educators have been increasingly focusing on innovative teaching strategies to enhance student motivation and engagement, with gamified learning emerging as a prominent approach.

Literature review. Gamification in education has gained significant attention in recent years as an innovative approach to increase student motivation and engagement. Numerous studies have demonstrated that integrating game elements into the learning process positively impacts academic performance and learner participation. Deterding et al. [1] highlight that gamification, through the use of points, badges, leaderboards, and challenges, transforms traditional learning environments into more interactive and engaging experiences. Kapp [2] emphasizes that gamified instruction encourages students to take an active role in their learning, fostering intrinsic motivation and improving retention of knowledge. Werbach and Hunter [3] argue that game-thinking principles can be applied to education to create structured learning paths that guide students toward achieving learning objectives while maintaining high levels of engagement. Empirical studies by Hamari, Koivisto, and Sarsa [4] indicate that gamification enhances both participation and learning outcomes, particularly when game elements are aligned with educational goals. Su and Cheng [5] found that mobile gamification systems significantly improve students' motivation and academic achievements in language learning contexts by providing instant feedback and adaptive challenges. Domínguez et al. [6] demonstrated that gamified learning experiences not only boost motivation but also develop problem-solving skills, collaborative abilities, and self-assessment competencies among students. Lee and Hammer [7] underline that gamification is most effective when it balances challenge and skill, offering learners clear goals, immediate feedback, and opportunities for progression, thereby creating a sense of accomplishment and sustained engagement. Collectively, these studies confirm that gamification is a powerful pedagogical tool that can transform traditional language classrooms into interactive, motivating, and achievement-oriented environments, making it particularly relevant for English language learning in diverse educational contexts.

Research methodology. This study was conducted to examine the impact of gamified learning methods on motivation and academic achievement among English language learners in Uzbekistan. A mixed-methods approach was employed,

combining experimental and observational techniques to ensure comprehensive data collection and analysis. The participants included 100 students aged 10 to 16 years, who were divided into an experimental group and a control group, each consisting of 50 students. The experimental group received lessons incorporating gamified elements such as points, badges, challenges, levels, and collaborative tasks, while the control group followed traditional teaching methods. Data were collected using pre- and post-tests designed to assess students' grammar, vocabulary, and communication skills, surveys to evaluate motivation and engagement, and observational checklists to monitor classroom participation and interaction. The experimental procedure lasted for eight weeks, with assessments conducted at the beginning and end of the period to measure changes in motivation, engagement, and academic performance. Quantitative data were analyzed using descriptive statistics, mean score comparisons, and correlation analysis to identify relationships between gamification and learning outcomes. Qualitative observations provided insights into students' behavioral responses, interaction patterns, and strategies employed during gamified activities. This methodology ensured the reliability and validity of the findings and allowed for a comprehensive evaluation of the effectiveness of gamified learning in enhancing student motivation, engagement, and academic success.

1-Table. Comparison of motivation and academic achievement between experimental and control groups.

Group	Number of Students	Average Motivation Score (out of 10)	Average Test Score (%)	Active Participation (%)
Experimental	50	8.7	85	92
Control	50	6.2	70	68

The table presents a comparison of motivation and academic achievement between the experimental and control groups. It includes the number of students, average motivation scores, average test scores, and levels of active participation. The results indicate that students in the experimental group, who participated in gamified learning activities, achieved higher motivation scores (8.7/10), better test results (85%), and greater active participation (92%) compared to the control group, which followed traditional teaching methods. This demonstrates that gamified learning significantly enhances student engagement, interest, and academic performance, providing strong evidence for the effectiveness of gamification in educational settings. This study was conducted to examine the impact of gamified learning

methods on motivation and academic achievement among English language learners in Uzbekistan. A mixed-methods approach was employed, combining experimental and observational techniques to ensure comprehensive data collection and analysis. The participants included 100 students aged 10 to 16 years, divided into an experimental group and a control group, each consisting of 50 students. The experimental group received lessons incorporating gamified elements such as points, badges, challenges, levels, and collaborative tasks, while the control group followed traditional teaching methods. Data collection involved multiple instruments to capture both quantitative and qualitative insights. Pre- and post-tests were designed to assess students' grammar, vocabulary, and communication skills, providing measurable indicators of academic achievement. Surveys measured students' motivation, interest, and self-assessment, while observational checklists were used to monitor classroom participation, interaction patterns, and responses to gamified activities. In addition, student journals were reviewed to gather reflections on learning experiences and engagement with gamified tasks. The experimental procedure lasted eight weeks, with assessments conducted at the beginning and end of the period to measure changes in motivation, engagement, and academic performance.

Research discussion. The findings of this study indicate that gamified learning methods significantly enhance students' motivation, engagement, and academic achievement in English language learning. Students in the experimental group demonstrated higher participation levels, completed tasks with greater enthusiasm, and showed improved mastery of grammar, vocabulary, and communication skills compared to the control group. Test results revealed a 15–20% increase in academic performance among the experimental group, while survey data confirmed higher motivation and interest levels. Observations highlighted that game elements such as points, badges, rewards, challenges, and collaborative tasks fostered a competitive yet cooperative classroom environment, encouraging students to actively participate, develop strategies, and set personal goals. Gamification also promoted self-assessment skills, allowing students to monitor their own progress and reflect on their learning, which contributed to enhanced independent learning abilities. Furthermore, the positive attitude and active involvement observed in the experimental group directly influenced their academic outcomes, demonstrating the practical advantages of integrating gamified methods over traditional teaching approaches. The study also revealed the psychological impact of gamification, as students were more motivated to engage in tasks and collaborate with peers, highlighting the importance of interactive and engaging pedagogical strategies. Overall, the results support the notion that gamified learning is an effective

pedagogical tool that can improve student motivation, foster active learning, and enhance academic achievement in English language education. The results of this study clearly indicate that gamified learning methods have a significant positive effect on students' motivation, engagement, and academic achievement in English language learning. Students in the experimental group demonstrated higher levels of participation, actively engaged in classroom activities, and completed tasks with greater enthusiasm compared to those in the control group. Test results revealed a 15–20% improvement in grammar, vocabulary, and communication skills among the experimental group, highlighting the effectiveness of gamification in enhancing learning outcomes. Survey data further confirmed that students exposed to gamified methods experienced increased intrinsic motivation, greater interest in lessons, and higher levels of self-assessment and reflection.

Conclusion. The study demonstrates that gamified learning methods have a significant positive impact on students' motivation, engagement, and academic achievement in English language learning. Students in the experimental group who participated in gamified lessons exhibited higher levels of interest, enthusiasm, and active involvement, resulting in improved mastery of grammar, vocabulary, and communication skills. Game elements such as points, badges, challenges, and collaborative tasks not only enhanced motivation but also promoted self-assessment, problem-solving skills, and independent learning abilities. The results confirm that gamification creates an interactive and stimulating learning environment that fosters intrinsic motivation and encourages students to actively engage with educational content.

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