

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

**MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY
UNIVERSITETINING JIZZAX FILIALI**



KOMPYUTER ILMLARI VA MUHANDISLIK TEXNOLOGIYALARI
mavzusidagi Xalqaro ilmiy-texnik anjuman materiallari to‘plami
2026-yil 25-26-sentabr

(1-qism)

JIZZAX-2026

Kompyuter ilmlari va muhandislik texnologiyalari. Xalqaro ilmiy-texnik anjuman materiallari to'plami – Jizzax: O'zMU Jizzax filiali, 2026-yil 25-26-sentabr. 507-bet.

Xalqaro miqyosidagi ilmiy-texnik anjuman materiallarida zamonaviy kompyuter ilmlari va muhandislik texnologiyalari sohasidagi innovatsion tadqiqotlar aks etgan.

Globalashuv sharoitida davlatimizni yanada barqaror va jadal sur'atlar bilan rivojlantirish bo'yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e'tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarni qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma'ruza tezislari to'plamida mamlakatimiz va xorijlik turli yo'nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o'qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarining ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

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Mazkur to'plamga kiritilgan ma'ruza tezislarining mazmuni, undagi statistik ma'lumotlar va me'yoriy hujjatlarning to'g'riligi hamda tanqidiy fikr-mulohazalar, keltirilgan takliflarga mualliflarning o'zlari mas'uldirlar.

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TEACHING A FOREIGN LANGUAGE WITH GAMIFICATION: CORE PRINCIPLES AND BENIFITS

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Abstract: Gamification has become an increasingly important approach in modern education, particularly in foreign language teaching, due to its potential to enhance students' motivation, engagement, and learning outcomes. This article examines the role and effectiveness of gamification in organizing the educational process and developing foreign language skills. The study focuses on the integration of game-based elements such as points, challenges, competition, interactive tasks, feedback, progressive difficulty, and collaborative activities into the learning environment. It is argued that, when properly designed and aligned with educational objectives, gamification goes beyond simple point accumulation and creates an interactive learning environment in which students actively participate in the educational process.

The analysis demonstrates that gamified learning can contribute to the development of communication, creative, critical, logical, and problem-solving skills, while also encouraging teamwork, mutual assistance, responsibility, and independent learning. Particular attention is paid to the principles of accessibility, transparency, individualization, and adaptation of tasks to students' abilities and learning needs. Gamification also provides opportunities for the effective integration of multimedia, audio-visual materials, modern digital technologies, and virtual learning environments. The article concludes that a well-designed gamified educational system can increase students' motivation and interest in foreign language learning, facilitate practical application of acquired knowledge, and create favorable conditions for the development of sustainable communication and professional skills.

Key words: foreign language teaching; passive/ active teaching method; gamification; skill; knowledge; memorisation

Gamification of the educational process, in particular, in a foreign language teaching became widespread after published studies by M. Prenski and K. Kapp. The scientists have found that with the correct setting of correct gaming and educational goals for the student, it is possible to avoid simply earning points or, conversely, ignoring the system altogether. At the same time, the goal of gamification would help the student increase their motivation and learn to prioritize [3], [2]. Another key

to the effectiveness of this technique in teaching a foreign language is the fact that gamification is not an imitation of an activity since students are really in interaction with each other, they are in a special certain environment and atmosphere. It means that it is much easier for a teacher to create conditions to acquire strong communication skills by their students which for many years has been one of the greatest challenges faced by foreign language teachers. Thus, in the sphere of a foreign language teaching gamification has become an effective way to change the educational process and its organization.

Gamification of the educational process largely affects psychological and behavioural aspects and is also closely related to cognitive and behavioural psychology. Moreover, the process of perceiving new information and remembering it is influenced by teaching methods and techniques. Obviously, the types of educational activities called passive teaching methods such as a lecture or a demonstration cover a fairly low percentage of information memorisation. At the same time active teaching methods – a discussion, gaining knowledge from practice by doing and training other people have a really high threshold. While using gamification the teacher can maximize the use of active forms of learning, focus on developing and improving practical skills related to real life and increase the effectiveness of foreign language classes with mastering the needed material up to 80-90%. In addition, gamification helps to form and develop creative thinking as well as prepares a platform for improvisation and research which allows students to use the spirit of rivalry for good, enjoy the education process and draw competent conclusions while observing their own development.

Speaking of the benefits of gaming in education it is necessary to compare it with traditional teaching tools – reading, audio/ visuals, lectures excursions and many other passive methods of gaining knowledge and learning and practising skills. With their help the student quite often does not have an opportunity to gain and test demonstrate knowledge in practice. Thus, the teacher needs to use gamification which will help not only to learn skills but to develop and master them and make them automatic [4].

It should be also noted that with active and interactive forms of learning, there is an increase in group activity and mutual assistance in the team and, therefore, the environment for communication skills development which are so necessary for a foreign language learning. It is created even in a more natural and simple way. Gamification also allows the teacher to maximize the use of multimedia, audio/visuals, the latest developments in the field of virtual reality in the classroom as all these methods will complement the classroom environment. When teaching a foreign language, it is also important to take into account that any gamified system is built on the principle of sequential complication of tasks as well as on the constant adaptation and evolution of tasks in accordance with the needs and abilities of the students. The teacher can easily collect and give feedback allowing them to change and select conditions quickly as well as adjust the activities of both the presenter and the participants. In the group there are often those who get the material faster extra exercises and those who master new ones more slowly. Thanks to gamification the

teacher can combine these two groups successfully, create conditions for them to work together and help each other. In other words, gamification adds the necessary individual attitude which sometimes lacks in the traditional educational system, and also allows the student to work at their own pace, choose and practice those skills and abilities that are important and necessary for them [1, p. 36-38].

Another basic principle gamified systems functioning in teaching a foreign language is the principle of accessibility and transparency. Thanks to them the gradual complication of tasks and rules will not lead to an increase in stress among students since any task and explanation must be adapted for a specific participant, taking into account their abilities, skills and needs because without that a competent gamified system cannot be built.

Summing up all of the above, it should be noted that it is the gamification of teaching a foreign language thanks to its non-artificial environment that allows participants in the educational process to develop communication skills and abilities as well as logical, critical and abstract thinking, improve professional skills, introduce them to group work as well as take responsibility for their actions.

Thus, at the present moment gamification is one of the unique and effective ways to build and organize work while a foreign language teaching which helps the teacher to turn to interactive situations in which students are directly involved. These tools also help the teacher use the tools of research activities, problem learning, project organization, collective interaction, discussion, modern technologies and many other relevant methods. A well-built gamified system ensures the interest of students, which leads, at a minimum, to an increase in motivation, interest in the subject, the development of creative and research abilities.

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К ВОПРОСУ ОБ ОБУЧЕНИИ ПОКОЛЕНИЯ Z: ЭФФЕКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ СТУДЕНТОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

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