

METHODOLOGY OF ENHANCING LINGUO CREATIVE COMPETENCE OF FUTURE ENGLISH LANGUAGE TEACHERS BY MEANS OF GAME TECHNIQUES

Munisa Ziyodullayevna Khusniddinova
Student, Chirchik State Pedagogical University

Zarina Dilshodbekovna Abdullayeva
Teacher, Chirchik State Pedagogical University
Abdullayevazarinaxon2@gmail.com

Abstract:

In this article, utilizing game technologies, including computer-based ones, has become a staple in English language teaching, offering significant benefits such as fostering intercultural communicative competencies, boosting motivation, and enhancing self-organization. This study aims to provide an objective overview of how educators incorporate game-based methods and gamification techniques in both traditional classroom settings and remote learning environments. The theoretical significance of this research lies in the examination of empirical studies conducted by domestic and international scholars on English language teaching, which informed the development of a questionnaire used to gather insights from English teachers.

The questionnaire sought to capture teachers' experiences with implementing gamification techniques and game technologies in both in-person and online English lessons. The study sample comprised 48 English teachers with varying levels of teaching experience (ranging from 1 to 13 years) and students aged between 3 and 60 years old. Through the questionnaire, teachers provided insights into their use of gamification techniques and game technologies, shedding light on their practical application in language learning contexts.

Keywords: Language teaching, language teachers, professional development, game technologies, questionnaire, gamification techniques, information technologies, communication technologies.

Introduction

The integration of cutting-edge educational computer technologies and the emphasis on personalized learning within the education system, particularly in light of the increasing prominence of distance learning, presents a pressing need for contemporary English teachers to swiftly enhance their professional development and adopt novel teaching methodologies. The proliferation of digital and hybrid learning environments necessitates a shift in educational priorities. To ensure the maintenance of high-quality education and the cultivation of comprehensive knowledge capable of fostering students' competitive professional skills and cross-cultural communicative abilities, it is crucial to establish robust methodological support for prospective teachers of globally sought-after languages.

This study will investigate game technologies, including those based on computers, as the most efficient and readily implementable tools in English language instruction.[1]



An examination of international psychological, educational, and interdisciplinary research highlights a notable trend toward the integration of computer games into the educational realm. For instance, the implementation of PlayWorld conceptual games in Chinese classrooms has been shown to empower students by allowing them a degree of freedom and participation in establishing rules for scientific activities, thereby enhancing their motivation (Ma et al., 2022). Similarly, Norwegian educators have adopted transformative games, where students engage in video games collectively, followed by classroom discussions led by teachers to connect game narratives with the curriculum (De Sousa et al., 2018). While some argue for the complete integration of computer games into education, concerns arise regarding potential disruptions to comprehensive and systematic learning, as well as the development of critical thinking skills. Nonetheless, research from Texas demonstrates a significant positive impact of computer video games on English language learning when compared to non-players (Thompson, Gillern, 2020). While we acknowledge the potential benefits of incorporating computer games to enhance specific topics or language skills, we advocate for curriculum development aligned with federal educational and professional standards.

Utilizing game technologies within English lessons offers several benefits: fostering students' intercultural competence (Kudrina, Chudinov, 2017), enhancing their motivation to learn (Terekhina, 2016; Lin et al., 2020), improving vocabulary skills, especially for students with special needs (Stepanova, 2015), promoting self-organization and personal responsibility for learning outcomes (Kulakovich, Bepalova, 2020; Chen, 2018), and implementing game control methods to heighten student accountability for homework and classroom tasks (Maslieva, 2021; Hwang et al., 2017), among others.[2]

The application of gamification techniques warrants separate consideration. Broadly defined, this approach involves utilizing gaming technologies to address non-game-related tasks (Ovezova, Wagner, 2020; Yunanto et al., 2019), effectively transferring real-world tasks and strategies into a gaming environment. Within this framework, assessment functions are possible not only (such as point accumulation, earning stickers, etc.) but also the emulation of real-world actions within the gaming context. This enables students to unlock their creative and cognitive potential within a secure educational setting. Safety is ensured by shifting assessment, roles, and some degree of responsibility from students to their in-game characters. Transitioning from traditional five-point grading systems to diverse and less categorical assessment criteria, such as accumulating bonuses and rewards in a personal "piggy bank," enhances student motivation. By reframing a "two" grade, traditionally seen as poor performance, into an opportunity to accumulate points and bonuses, students are encouraged to focus on achieving results, even at a minimal level. This shift incentivizes students to take ownership of tasks, thereby bolstering motivation and cognitive engagement.

DISCUSSION AND RESULTS

Our study was methodologically grounded on two main approaches: (1) conducting a survey targeting English language teachers and linguistic students with teaching experience in English; and (2) analyzing empirical research in psychology and pedagogy concerning challenges in English language teaching, the integration of innovative educational methods into English lessons, and the utilization of gaming, information, and communication technologies.[3]



The sample for our study comprised 48 English language teachers, among whom were 10 students from the Peoples' Friendship University of Russia commencing their teaching practice or possessing 1–2 years of teaching experience. The remaining teachers had varying teaching experiences ranging from 3 to 13 years, all of whom were female. Thirty respondents exclusively taught children, including 12 who focused solely on teenagers, while 18 teachers taught both children and adults. None of the participants exclusively taught preschoolers. The age range of their students spanned from 3 to 60 years, reflecting the diverse teaching methods and techniques tailored to different age groups.

The questionnaire design was based on a tentative classification of games commonly used by teachers in classrooms, such as didactic games, multiplayer cooperation games, and hidden object games with non-linear plots. Additionally, the questionnaire included inquiries about the utilization of non-game computer technologies.

To discern the specifics of gamification techniques employed in classrooms, the questionnaire incorporated subjective evaluations by teachers regarding the outcomes of such activities. The questionnaire comprised 10 questions, including three closed-ended, two semi-closed with multiple-choice options, and the opportunity for respondents to provide additional comments, and the remaining questions were open-ended. Data collection from teachers was conducted online using a Google form.[4]

The findings from the survey of English language teachers are summarized in the table. It was observed that all teachers included in the sample utilized gaming technologies and gamification techniques in their classrooms, constituting 100% of the respondents. Among them, 25% of teachers were identified as having devised their own teaching methodologies, while the remaining 75% incorporated pre-existing methods alongside additional games and gamification techniques into their lessons. Notably, the adoption of computer games and gamification strategies appeared independent of pedagogical training level or years of experience. However, a qualitative examination revealed that teachers with longer tenures tended to employ a more diverse array of games, encompassing both computer-based and traditional board games, and exhibited greater enthusiasm for implementing gamification methods.

For instance, teachers who had formulated their own teaching approaches integrated gamification elements, linguistic word games, and card-based activities, as well as board games focused on grammar and vocabulary enhancement in their English classes. These educators often shared their methodological insights through published materials.

As per the survey findings, 75% of teachers utilized board-based didactic games for offline learning, while 62.5% incorporated electronic equivalents of these games into their lessons. Multiplayer cooperation games were employed by 12.5% of teachers, mainly those teaching adults and schoolchildren. Hidden object games with non-linear plots were offered by 25% of teachers, predominantly those with extensive teaching experience of 10 years or more, some of whom had developed their own teaching methodologies. While the adoption of computer games and gamification techniques wasn't contingent on pedagogical training or experience level, teachers with lengthier tenures exhibited a more diverse use of games, both computer-based and traditional.[5]

In addition to game technologies, nearly all teachers utilized other computer tools in their teaching practice, such as maintaining electronic dictionaries (87.5%).



According to the survey results, the implementation of gamification techniques and methods yielded several positive outcomes, including increased motivation for acquiring new knowledge (87.5%), improved self-discipline with homework (50%), enhanced vocabulary (50%), overcoming language barriers (37.5%), and fostering positive socialization in group settings (25%). However, some respondents (12.5%) noted potential drawbacks of gamification, such as negatively impacting socialization within groups, as less successful students may envy more successful ones, and reducing concentration due to the competitive nature, where students prioritize grades over genuine learning (12.5%).

CONCLUSION

A thorough analysis of the gathered empirical data has led to several conclusions as outlined below.

Firstly, it was observed that all English teachers incorporate game-based methods and gamification techniques in their teaching practices to varying extents. Those teachers who have developed their own teaching methodologies typically integrate gaming and information and communication methods, including gamification techniques, as foundational elements. Conversely, teachers who rely on established teaching methods incorporate gaming, information and communication, and media methods, along with gamification techniques, in their instruction for students aged 3–60 years. This indicates a well-developed level of information and communication competence among these educators.

Secondly, the range and diversity of games and game technologies utilized are primarily constrained by the teacher's proficiency in communication and information technologies, as well as their creativity. Games employed in lessons can be broadly categorized into didactic games, multiplayer cooperation games, and hidden object games with non-linear plots.

Thirdly, while the gamification techniques employed by teachers may appear somewhat repetitive, they effectively address a crucial aspect of learning by enhancing students' motivation to learn. These techniques include implementing a developmental scale using unconventional assessment tools (such as bonuses and points), introducing game characters, setting time limits for task completion, and utilizing tools like LinguaLeo. Moreover, the majority of teachers employing gamification techniques report a consistent increase in student motivation during lessons.

Fourthly, a notable finding is that approximately one-fifth of teachers harbor negative perceptions toward certain gamification techniques. They highlight concerns regarding the adverse impact on children's socialization within group settings and a decrease in task concentration due to competitive pressures.

REFERENCES

1. Berezhnaya, Y.V. (2021). Experience of using virtual reality glasses in teaching English: Development and implementation of own methodology. *Eurasian Scientific Journal*, (8), 21–30. (In Russ.)
2. Chen, Ch.-P. (2018). Understanding mobile English-learning gaming adopters in the self learning market: The uses and gratification expectancy model. *Computers & Education*, 126, 217–230. <https://doi.org/10.1016/j.compedu.2018.07.015>



3. No'monova, H., & Abdullayeva, Z. (2024). THE INFLUENCE OF INTERCULTURAL COMMUNICATION ON THE ENGLISH LANGUAGE.

O 'zbekiston davlat jahon tillari universiteti konferensiyalari, 669-672.

4. De Sousa, F., Rasmussen, I., & Pierroux, P. (2018). Zombies and ethical theories: Exploring transformational play as a framework for teaching with videogames. *Learning, Culture and Social Interaction*, 19, 40–50. <https://doi.org/10.1016/j.lcsi.2018.04.011>

5. Hwang, G.-J., Hsu, T.-Ch., Lai, Ch.-L., & Hsueh, Ch.-J. (2017). Interaction of problem-based gaming and learning anxiety in language students' English listening performance and progressive behavioral patterns. *Computers & Education*, 106, 26–42. <https://doi.org/10.1016/j.compedu.2016.11.010>

6. Gulsevar Abdulaziz Qizi Usmonova (2024). THE MAIN OBJECTIVES OF CREATING MOBILE EDUCATIONAL CONTENT TO DEVELOP THE ENGLISH LANGUAGE COMPETENCE OF FUTURE TEACHERS. *Academic research in educational sciences*, 5 (CSPU Conference 1), 974-980.

7. Kechkina, E.E. (2021). Non-traditional English teaching methods. *Foreign Languages in the Context of Intercultural Communication: Conference Proceedings* (pp. 252–255). Saratov: Saratovskii Istochnik Publ. (In Russ.)

