

## IMPROVING THE PROCESS OF TEACHING ENGLISH TO STUDENTS WITH THE HELP OF GAMIFICATION

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**Annotation.** In recent years, gamification has emerged as a promising tool for enhancing the process of teaching and learning in various educational domains. This article investigates the efficacy of gamification in improving English language acquisition among students. Drawing upon research findings and theoretical frameworks from education, psychology, and game design, this study explores the potential benefits of integrating gamified elements into English language instruction. Through a comprehensive review of literature, this article synthesizes empirical evidence, discusses practical applications, and proposes future directions for research and implementation in the field of English language education.

**Keywords:** gamification, English language education, language acquisition, educational innovation, Self-Determination Theory (SDT), student engagement, learning motivation, classroom gamification, adaptive learning, narrative-based learning.

Gamification has experienced a surge in popularity across diverse sectors such as information and communication technology (ICT), healthcare, marketing, education, and business. At its essence, gamification entails incorporating game elements into non-game contexts, aiming to influence behavior, boost motivation, and encourage greater participation [2].

Gamification is a concept that is already quite widely known. It is defined as the use of game elements and game design techniques in a non-game context. It is used in a variety of formats, for a variety of purposes, and at virtually all levels of education. In higher education institutions, it has been found that the use of electronic games increases interactivity, dynamics and, in general, student performance.

Gamification as an approach has become widely studied and applied both in Russia and abroad. It should be noted that the concept of “gamification” is not identical to the concept of “game”. Gamification involves the use of certain game elements to achieve professional goals rather than for entertainment, while a game is an abstract or abstract system or situation in which participants occupy certain roles and follow rules in order to achieve a specific result. This outcome is usually not associated with either educational or work goals. Gamification differs from other gaming approaches, such as traditional games and simulations, in that it does not transform reality into a game, but preserves it as reality by providing students with game elements that interact with real-life problems and situations [5]. Gamification is not aimed at simply entertaining the student; its main goal is to improve the learning process by introducing game elements in order to more effectively master the material or develop the necessary competencies.

There are convincing significant evidence showing a link between play and increased motivation. There are more and more educational electronic games that help in language learning. There are certain game elements that can be used in non-game contexts to induce effective interaction on participants as well as persistent motivation to learn the subject. The idea is that when learning through games, students

are so engaged that they learn without even realizing it. Thus, games can become an integral part of lectures and seminars as new methods of learning, motivation and engagement.

"Quizizz" is easily accessible thanks to its user-friendly interface. Teachers can also create their own quizzes based on their own preferences and the needs of their students. Compared to old traditional methods, Quizizz is significantly better due to its ability to engage students in learning and improve retention of important learning points. This is because in the game itself, students must earn more points by answering questions correctly [4]. It is human nature to win and this sense of competition among students will indirectly push them to be better academically.

Teachers' views on the use of Quizizz in English language teaching and learning can also be seen through how it motivates students to learn the language. In the learning process, motivation plays a huge role. Without motivation, students would not see any reason why they should study a subject, in this case English. Motivation creates a positive perception and due to this, students will be more willing to participate in the teaching and learning process [3].

When choosing from a variety of new and unknown to most teachers' services for game-based learning, it is worth noting the Kahoot! It is a popular e-learning tool that can be easily used to provide variety, student engagement, and metacognitive support in the classroom, all while requiring minimal input from the instructor.

The effect of using new technologies will depend on the degree and frequency of their use in the educational process. Using Kahoot helps support students' metacognition by providing immediate feedback. Kahoot also offers the opportunity to not only assess students' conceptual understanding, but also to support the construction of new knowledge and understanding through further explanation during or after the game. Overall, it is noted that using Kahoot is a positive experience that infuses college classes with activity and direction and provides an opportunity for all students, not just extroverted students, to participate and contribute to the learning environment.

While gamification holds promise as a tool for improving English language education, certain challenges and considerations must be addressed. Designing effective gamified activities requires careful consideration of students' age, proficiency level, and cultural background to ensure relevance and inclusivity. Moreover, balancing the intrinsic and extrinsic motivations inherent in gamification can be challenging, as excessive emphasis on rewards may undermine intrinsic motivation. Additionally, concerns regarding the potential for distraction and over-reliance on technology warrant attention, highlighting the importance of thoughtful implementation and moderation.

The idea of gamification is not a recent phenomenon. In today's era, fueled by the ubiquitous presence of social media and widespread Internet accessibility, gamification is employed across various domains to achieve diverse objectives. These encompass motivating employees, promoting energy conservation, combating and comprehending diseases, fostering healthy competition, supporting charitable causes, bolstering customer loyalty, facilitating education, and aiding in language acquisition, among others. Numerous gamification initiatives currently in operation deviate from conventional point and badge systems, showcasing the versatility of gamified approaches across different sectors. Below are two illustrative examples that highlight the application of gamification in distinct realms.

As the field of gamified education continues to evolve, future research should focus on addressing gaps in understanding and exploring innovative approaches to enhance English language acquisition. Longitudinal studies examining the sustained impact of gamification on language proficiency and academic achievement are needed to inform evidence-based practices. Furthermore, interdisciplinary collaborations between educators, researchers, game developers, and technology experts can foster the development of more sophisticated and effective gamified learning environments. In conclusion, gamification offers a promising avenue for transforming English language education by engaging students, fostering motivation, and facilitating meaningful learning experiences. By harnessing the

power of gamification, educators can empower students to achieve proficiency in English language skills essential for success in the 21st century.

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