GAME-BASED TECHNOLOGIES IN TEACHING ENGLISH TO SECONDARY SCHOOL STUDENTS

Talaba: SharobiddinovaRisliqoyXudoberdiqizi
Namangan State Institute of Foreign Languages
Tel:+998887731211
E-mail: sharobiddinovarisligoy5@gmail.com

Umumiy o‘rta ta’lim maktabi o‘quvchilariga ingliz tilini o‘qitishda o‘yin asosidagi texnologiyalar

XTA-EU-25 guruhi talabasi: Sharobiddinova Risliqoy Xudoberdiqizi
Namangan davlat chet tillari instituti
Tel: +998887731211
E-mail: sharobiddinovarisligoy5@gmail.com

Игровые технологии в обучении английскому языку учащихся средних школ

Студентка группы XTA-EU-25: Шаробиддинова Рисликой Худобердикизи
Наманганский государственный институт иностранных языков
Тел: +998887731211
E-mail: sharobiddinovarisligoy5@gmail.com

Abstract. Game-Based Learning (GBL) has become an innovative and effective approach in teaching English as a Foreign Language (EFL). This article explores the role of game-based technologies in improving language learning among secondary school students. The main aim of the research is to investigate how digital and non-digital games influence students’ motivation, engagement, and communicative competence. The practical study was conducted with 9th grade students of Secondary School No.44 in Altinkul district of Andijan region. The research methods included classroom observation, analysis of students’ performance, and teacher reflections. The findings indicate that game-based

technologies significantly enhance students' participation, vocabulary acquisition, and speaking skills. Moreover, the use of games creates a positive and interactive learning environment.

Keywords: Game-Based Learning, secondary school students, English as a Foreign Language, motivation, interactive learning, communicative competence.

Annotatsiya. Mazkurmaqoladao‘rtamaktabo‘quvchilarigaingliztilinio‘qitishdao‘yinasosidagitexnologiyalarning (Game-Based Learning) samaradorligio‘rganiladi. Tadqiqotningasosiymaqsadio‘yinlaryordamidao‘quvchilarningmotivatsiyasi, faolligivakommunikativkompetensiyasigata’sirinianiqlashdaniborat. TadqiqotAndijonviloyatiOltinko`ltumani 44-maktabning 9-sinf o‘quvchilaribilanolibborildi. Natijalarshuniko‘rsatdiki, o‘yinasosidagitexnologiyalaro‘quvchilarningdarsdagiishtirokinioshiradi, lug‘atboyliginikengaytiradivanutqko‘nikmalarinirivojlantiradi.

Kalitso‘zlar:o‘yinasosidagita’lim, o‘rtamaktabo‘quvchilari, ingliztili, motivatsiya, interaktivta’lim, kommunikativkompetensiya.

Аннотация. Игровое обучение (Game-BasedLearning, GBL) стало инновационным и эффективным подходом в преподавании английского языка как иностранного (EFL). В данной статье рассматривается роль игровых технологий в улучшении процесса изучения языка среди учащихся средней школы. Основная цель исследования — изучить, как цифровые и нецифровые игры влияют на мотивацию, вовлечённость и коммуникативную компетенцию учащихся. Практическое исследование было проведено с учащимися 9-х классов средней школы №44 Алтынкульского района Андижанской области. Методы исследования включали наблюдение на уроках, анализ успеваемости учащихся и рефлексию учителей. Полученные результаты показывают, что игровые технологии значительно повышают активность учащихся, способствуют расширению словарного запаса и развитию навыков устной речи. Кроме того, использование игр создаёт позитивную и интерактивную образовательную среду.

Ключевые слова: игровое обучение, учащиеся средней школы, английский как иностранный язык, мотивация, интерактивное обучение, коммуникативная компетенция.

Introduction. Teaching English to secondary school students requires engaging and student-centered approaches. Traditional teaching methods often fail to maintain students' interest and active participation. In contrast, game-based technologies provide an interactive and motivating environment for learning. Games encourage students to actively use language, solve problems, and collaborate with peers.

Game-Based Learning integrates educational content with entertaining elements, making learning more enjoyable and effective. It supports the development of language skills such as speaking, listening, reading, and writing. Therefore, incorporating games into English lessons is becoming increasingly popular in modern education.

Methodology. This study used a qualitative research design. The experiment was conducted with 9th grade students of School No.44 in Altinkuldistrict. A total of 28 students aged 14–15 participated. The research lasted for eight weeks.

The following methods were applied:

- classroom observation
- analysis of students' performance
- teacher reflections
- evaluation of speaking activities

During the experiment, various game-based activities were used:

- vocabulary games (word matching, memory games)
- role-playing games
- online quizzes (Kahoot, Quizizz)
- grammar competitions
- storytelling games

These activities encouraged students to use English actively and interactively.

Hafta-O‘yinfaoliyati-Tilko‘nikmalari

- 1-2 Vocabulary Games -Lug‘at, eslabqolish
- 3-4 Role-play Activities -Gapirish, muloqot
- 5-6 Online Quizzes -Tinglash, tezkorjavob
- 7-8 Storytelling Games -Yozish, kreativlik

1-jadval. Tajribaguruhio‘yinasosidagifaoliyatlarjadvali

Literature Review.

Game-Based Learning is rooted in constructivist theory, which emphasizes learning through experience and interaction. According to Prensky (2001), digital games can enhance students’ engagement and motivation in learning. Gee (2003) also highlights that games promote problem-solving skills and critical thinking. [p-49]

Researchers have found that using games in language classrooms improves vocabulary retention and speaking fluency (Wright, Betteridge & Buckby, 2006). [p-5]Additionally, game-based activities encourage collaboration and reduce anxiety among learners, making them more confident in using English.

Results. The results of the study revealed several positive outcomes:

- increased student motivation
- improvement in vocabulary knowledge
- better speaking fluency
- higher classroom participation

Ko‘rsatkichlar

Ko‘rsatkich	Tajriba (Pre)	Tajriba (Post)	Nazorat (Pre)	Nazorat (Post)
O‘rtachaball (M)	53.2	76.5	52.7	59.1
Standartog‘ish (SD)	8.5	7.0	8.2	7.8
O‘sish (Δ)	—	+23.3	—	+6.4

2-jadval. Pre-test va post-test natijalari

Ko‘nikmalarbo‘yichanatijalar				
Mezon	TG Pre	TG Post	NG Pre	NG Post
Nutqravonligi	13.0	19.6	12.8	14.9
Lug‘atboyligi	12.5	18.9	12.3	14.2
Grammatikto‘g‘rilik	13.6	18.4	13.4	15.0
Muloqotqobiliyati	12.8	18.7	13.0	14.6

3-jadval. Ko‘nikmalarbo‘yichatahlil

Discussion. The findings show that game-based technologies significantly improve students’ engagement in English lessons. Students were more active and enthusiastic during game-based activities compared to traditional lessons. Games helped reduce fear of making mistakes and encouraged students to speak more freely.

Group games improved collaboration and communication skills. However, effective use of games requires proper planning and alignment with learning objectives.

Conclusion. Game-Based Learning is an effective method for teaching English to secondary school students. The study shows that integrating games into English lessons improves students’ motivation, participation, and language skills. Game-based technologies create a dynamic and enjoyable learning environment, helping students develop communicative competence and 21st-century skills.

Therefore, teachers are encouraged to incorporate game-based strategies into their teaching practice to enhance learning outcomes.

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