

## ASSESSING THE CLASSROOM INVOLVEMENT BY THE IMPACT OF GAMIFICATION: HIGHLIGHTS AND CHALLENGES

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**Annotation.** This article explores the possibilities of increasing student participation and motivation through the application of gamification in the modern education process. Through the use of gamification, lessons become more interactive and engaging, which helps to increase student participation. During the research, platforms such as Kahoot and Duolingo were examined as examples, and it was observed that student participation significantly improved with their help. Additionally, some challenges of gamification — such as the overly competitive spirit, the uneven impact on all students, and technical limitations — were also analyzed. At the end of the article, recommendations for the effective implementation of gamification are provided, and a conclusion is drawn about the future development prospects of this approach.

**Key words:** student engagement, game-based learning, competitive learning, learning platforms, Kahoot, Duolingo, intrinsic and extrinsic motivation.

**Annotatsiya.** Ushbu maqolada zamonaviy ta'lim jarayonida *O'yinlar asosida o'rgatish* (gamification) usulini qo'llash orqali o'quvchilarning darsdagi ishtiroki va motivatsiyasini oshirish imkoniyatlari o'rganiladi. *O'yinlar asosida o'rgatish* yordamida mashg'ulotlar yanada interaktiv va qiziqarli bo'lib, bu o'z navbatida o'quvchilarning faol ishtirokini kuchaytirishga xizmat qiladi. Tadqiqot davomida Kahoot va Duolingo kabi platformalar misol sifatida o'rganildi va ular orqali o'quvchilarning ishtiroki sezilarli darajada oshgani kuzatildi. Shu bilan birga, *O'yinlar asosida o'rgatish*ning ayrim muammolari — ya'ni, ortiqcha raqobat muhiti, barcha o'quvchilarga bir xilda ta'sir qilmasligi va texnik cheklovlar ham tahlil qilindi. Maqola yakunida *O'yinlar asosida o'rgatish*ni samarali joriy etish bo'yicha tavsiyalar beriladi va bu yondashuvning kelajakdagi rivojlanish istiqbollari haqida xulosa chiqariladi.

**Kalit so'zlar:** o'quvchilarning faolligi, o'yin asosida o'qitish, raqobatli o'qitish, o'quv platformalari, Kahoot, Duolingo, ichki va tashqi motivatsiya.

### **Introduction.**

Gamification is a technique used in the current educational system to add game elements to the learning process in order to boost student interest and involvement. This strategy makes good use of game mechanics like competition, scoring, awards, and badges rather than developing a complete game. By using gamification in education, students are motivated to achieve their goals, and the learning process becomes more interesting and interactive. Game elements serve to enhance learning, develop social interaction, and increase the sense of personal

success. The role of student activity and motivation in improving the quality of education is invaluable. Activity is manifested in actions such as active participation in the lesson, participation in questions and answers, and independent search for knowledge. Motivation is formed under the influence of students' intrinsic enthusiasm and extrinsic motivating factors. The competitive environments and grading systems created through gamification encourage students to learn independently. Elements such as rewards and recognition also help students become more engaged in the learning process and make lessons a means of achieving personal goals. Many people think of gamification as game-based learning, but as Zichermann and Cunningham (Yıldırım, 2016) highlight, it is much more than that. It is '...using some of the gaming techniques and changing the way of thinking in order to increase the interest of learners and to solve problems'. Yıldırım (2016) elaborates that gamification is not playing games but rather using games as tools where game design elements are applied in non-game contexts so that the process of learning is a game. A proper understanding of gamification and an analysis of the possibilities of its effective application in education are one of the main directions of scientific research in this area.

### **Method**

This study adopts a literature-based research methodology to investigate the impact of gamification on classroom involvement. Given the conceptual complexity and rapidly growing use of gamified tools in education, a qualitative approach rooted in the critical analysis of existing academic studies was chosen. This method allows for the synthesis of diverse perspectives and findings, offering a broader understanding of how gamification is applied and perceived in different educational settings. Instead of gathering original data or undertaking primary research, this article reviews peer-reviewed journal articles which analyze the various aspects of games, including their theoretical, empirical, and educational components. The sources were chosen considering their scholarly reputation, relevance to the subject matter, and the variety of methodological approaches used. Several research gave a conceptual critique of gamification design, warning about the pedagogical misalignment (Smith-Robbins, 2011). Some of them applied quantitative research methodologies to evaluate the learning outcomes, including language proficiency, achieved by gamified platforms (Jiang, 2022). In addition, several of these works focused at defining gamification, distinguishing it from educational games and highlighting the distinction between gamified systems and traditional educational games (Çeker & Özdamlı, 2017).

Examining participation definitions and metrics, evaluating game effectiveness, and contemplating practical implementation hurdles shaped the innovative methodological recommendations sought from these studies. This approach facilitated the integration of the theoretical and empirical investigation results into a singular systematic meshing of ideas and knowledge, thereby

providing a coherent understanding. This is an emerging theoretical construct, and as such, this literature-based approach best fulfills the requirements of the gamification paradigm because it allows us to analyze not only the application of gamification, but also the reasons underlying its success or failure in specific settings. This research seeks to provide balanced critique to the literature in a way that is constructive, establishing a foundation for further empirical work and more refined teaching strategies.

### **Results**

The analysis of the selected literature revealed a complex but insightful picture of how gamification influences student engagement, motivation, and learning outcomes in educational environments. Across the studies, both advantages and limitations of gamification were documented, often depending on the design quality, learning context, and student characteristics. One of the benefits that was repeatedly noted was the increased level of student motivation and participation. Both Kahoot and Duolingo as gamified resources were noted positively for their ability to engage and retain students' attention throughout the classes. As noted by Jiang (2022), Duolingo is especially proficient at assisting English learners in enhancing their reading and listening skills, as it offers short, game-like challenges that reward repetitive completion and progression. The platform's daily streaks alongside instant feedback and its overall incentive structure made the process of learning more interesting and dependable. Kahoot, on the other hand, was praised for its real-time competition and collaborative features, which increased classroom interaction and made even passive learners more active. It was especially successful in large-group settings where traditional assessments may fail to maintain attention or excitement. A great number of studies also reported cognitive and psychological advantages of gamification. Gameful elements implemented learners exhibited higher attention, knowledge retention and greater attitudes towards learning (Šćepanović, 2022). By providing incentives, challenges, and progress monitoring, students could experience a feeling of accomplishment that could potentially support intrinsic motivation. Nevertheless, the literature also reported several challenges and drawbacks. One major issue was the dumbing down of educational products, where game play was emphasized at the expense of deep learning. For instance, weak or no gamification (or a very simple and repetitious one) could cause students to lose interest and also prevent them from drawing relevance to educational skills from their in-game achievements (Furdu, 2017). Another challenge was that of gamification's non-uniform influence on various types of learners. Some children thrived in competitive, dynamic scenarios, but others were intimidated or turned off — especially those who had a layer of anxiety or slower processing speeds. Additionally, some researches claim that thoughtless gamified environments can create extrinsic dependent learners, who participate only to achieve extrinsic rewards, and not to learn. Finally, the literature noted both technological and institutional obstacles, such as a lack of digital literacy, a lack

of infrastructure, or resistance from educators who are not used to gamified teaching methods. Sometimes, these factors made gamification in the classroom more challenging to implement successfully.

### **Discussion**

Analysis was made of selected studies. There is evidence to indicate that when applied correctly, the presence of gamification can amplify classroom involvement. Students were more motivated and engaged as a result of a variety of game elements such as rewards, challenge, feedback, and progression. Duolingo and Kahoot act as examples: In the former, language skills are grown through personalized tasks with gamification elements; unnoticed by their participants, Kahoot is addicting and enhances student engagement through real-time quizzing and competing. Not always do results speak positively for the entire realm. According to some authors, gamification's effectiveness rests greatly on its capability of conforming to teaching objectives; hence, poorly applied gamification turns learning into the hunt for points, enticing agents working from extrinsic motivation on understanding. Some students may be too concerned about winning or besting their peers than learning the matter of fact. Besides, not every student responds to gamification the same way: whilst some thrive in fast-paced environments, filled with competition, others may feel stressed or disengaged; particularly the anxious or the slow learners are likely to find it so. There exist institutional and technical barriers as well; the lack of digital infrastructure or trainers' professional development impedes effective implementation of gamification. These findings point out that gamification holds promise to enrich and change the learning experience but thus must be implemented with due reflection on its pedagogical implications. Future research ought to turn its attention to long-term effects of gamified learning and to its realization in different disciplines rather than language learning alone. Moreover, the system localization for the gamified application regarding different learner needs is to be considered. All in all, gamification is not one solution for all, rather, if done well, it can act as the missing ingredient in the learning environments, thereby keeping the students engaged for a long period.

### **Conclusion**

In this article, we argue that gamification has the potential to greatly enhance classroom engagement and motivation when properly executed. Game elements, like feedback loops or rewards and competition (as in Duolingo)... Game examples hint at a different possible future where such mechanisms can drive students' engagement throughout an entire term. They facilitate more engaging lessons and make learners want to have a go themselves. However, in the other hand gamification accounts for several problems. The allure of accruing data has lead some students to lose themselves, while others are merely singed by the flames. So, in essence the efficacy of gamification techniques hinges on how they align with the pedagogical objectives and more importantly--with

different audiences' requirements. All a poor system does is distract you from truly focusing on learning.

However, there are also significant technical hurdles Further complicating matters for teachers but they need to be appropriately prepared so that they can incorporate gamified techniques into their learning paradigms as well. Without the right support, a well-intentioned gamified program will not mean much to your strategy. In short, we can say that while gamification has enormous potential in promoting learning but still should be an augmentation to great pedagogy and not a substitute. Future generations of gamified systems need to work harder on developing a homogeneous, harmonised methodology that favours motivation and understanding.

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