

PLAY-ORIENTED LEARNING APPROACHES IN ENGLISH LANGUAGE TEACHING: INFLUENCE ON MOTIVATION AND LINGUISTIC IDENTITY AMONG UZBEK STUDENTS

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Abstract: This study examines the impact of gamification on students' motivation and linguistic identity in English language learning in Uzbekistan. The aim of the research is to explore how gamified activities influence students' participation and engagement in the classroom. The study is based on a qualitative research approach, involving classroom observations and questionnaires conducted among university students. The findings show that gamification increases students' motivation, confidence, and active participation in learning English. It also helps develop students' linguistic identity by encouraging them to use the language in interactive contexts. The results indicate that gamification is an effective teaching method in higher education.

Key words: Play-oriented learning, English language teaching, motivation, linguistic identity, higher education, student engagement.

Annotatsiya: Ushbu tadqiqot O'zbekistonda ingliz tilini o'rganishda gamifikatsiyaning talabalar motivatsiyasi va lisoniy identikligiga ta'sirini o'rganadi. Tadqiqotning maqsadi gamifikatsiyalashgan faoliyatlarning talabalar ishtiroki va faolligiga qanday ta'sir qilishini aniqlashdan iborat. Tadqiqot sifatli (qualitative) yondashuv asosida olib borildi va ma'lumotlar dars kuzatuvlari hamda so'rovnomalar orqali to'plandi. Natijalar gamifikatsiya talabalar motivatsiyasi, ishtiroki va o'ziga ishonchini oshirishini ko'rsatdi. Shuningdek, u interaktiv muhit orqali tilni faol qo'llashga undab, lisoniy identiklikning rivojlanishiga yordam beradi. Tadqiqot natijalari gamifikatsiyaning oliy ta'limda samarali o'qitish usuli ekanligini ko'rsatadi.

Kalit so'zlar: O'yin asosidagi o'qitish, ingliz tilini o'qitish, motivatsiya, lisoniy identiklik, oliy ta'lim, talabalar faolligi.

Introduction

In the era of globalization, the importance of English as an international language has significantly increased. It plays a crucial role in various aspects of life, including education, communication, and professional development worldwide. In Uzbekistan, English language learning is becoming increasingly important in higher education institutions, as students aim to achieve success in a global environment.

However, traditional teaching methods often fail to effectively support language learning. Many learners experience low motivation and a lack of interest when exposed to repetitive and non-interactive approaches, which negatively affects their academic performance and the development of their linguistic identity.

In this context, play-oriented learning approaches have emerged as an innovative and modern approach to language learning. The use of play-based and game-oriented activities in education helps teachers create engaging lessons, while improving students' participation and the overall quality of learning. Therefore, the aim of this study is to

investigate the impact of gamification on students' motivation and linguistic identity in English language learning in higher education in Uzbekistan.

Literature review

Play-oriented learning approaches refer to the use of games and interactive activities in educational contexts (Deterding et al., 2011) [1]. In the field of education, gamification is widely used to promote students' motivation and participation in the classroom. It helps students to increase their engagement and facilitates the learning process. Teachers can implement interactive activities that involve points, rewards, challenges and competitions. As a result, students become more motivated and the quality of learning improves. Moreover, students can gain greater confidence and enjoy the learning process. Many shy students can also participate more actively in the classroom through the use of gamification method.

Motivation

According to Deci and Ryan (1985) [2], motivation is a key factor in the learning process, particularly in educational settings. Their self-determination theory (SDT) identifies intrinsic motivation, where learners are driven by interest and enjoyment rather than external rewards and grades. In language learning, motivation plays a crucial role in maintaining students' active participation and curiosity during lessons. Play-oriented learning can strengthen students' motivation by creating an engaging learning environment. Consequently, language acquisition can be improved through more active practice during activities. Similarly, Gardner (1985) [3] states that motivation is essential in second language learning. In addition, gamification can create a positive atmosphere that leads to a more effective learning process. Therefore, teachers use different methods to teach a new language, but gamification is considered a more effective approach. It is beneficial not only for students but also for teachers, as it supports faster and more efficient learning.

Linguistic identity

Linguistic identity is closely related to how individuals perceive themselves through language use (1985) [3]. It plays an important role in language learning, because when students express themselves fluently in communication, they gain more confidence. Moreover, students can actively use a new language in their daily lives. In the context of globalization, English is recognized as an international language, and linguistic identity is influenced by global communication. This can help students adapt to and learn about global culture. Play-oriented activities help students express themselves freely, and they can use language in real-life situations, similar to those in games. An interactive environment is an effective way to reduce students' fear and shyness when speaking English. Gamification is also significant for modern learners, as they use various attractive technologies in their daily lives. For this reason, teachers can make lessons more engaging by incorporating elements similar to digital games.

Methodology

This study is based on a qualitative research approach. The participants of the study were 15–20 university students studying in a higher education institution in Uzbekistan. A limited number of participants was selected, as managing a large group during play-oriented activities can be challenging. Data were collected through classroom observations and a short questionnaire to understand students' participation. The study was conducted over a period of three weeks to obtain clear results. During this time, teachers used various gamified activities such as group and pair work, quizzes, and oral

questions to create an interactive learning environment. Moreover, the aim of the study was to evaluate the impact of gamification on students' motivation students and their linguistic identity in English language learning.

Result

The results of the study showed a positive impact on students' motivation and participation. Most students became more active during the class, and this method helped bored and shy learners. Learners showed increased attention in English lessons through the use of gamified tasks, quizzes, and activities. In addition, many students demonstrated greater confidence through their fluent speech in English. Notably, passive students also became more engaged in the learning process. Overall, the use of play-oriented learning approaches created a dynamic and student-centered classroom atmosphere.

Discussion

The findings of the study indicate that play-oriented learning approaches have a positive effect on students' motivation and classroom participation. The use of gamification in lessons reduces students' boredom and creates a sense of competition among them, which improves the quality of learning. When competition is present, students tend to enjoy the learning process and look forward to the next lesson with greater readiness. These results are consistent with Deci and Ryan (1985) [2], who emphasize the importance of motivation in the learning process. Similarly, Gardner (1985) [3] states that motivation plays a significant role in second language learning. This suggests that teachers should use gamified activities for modern students who are growing up with various technologies. Therefore, gamification can be effectively implemented in higher education.

Conclusion

This study examined the impact of gamification on English language learners in Uzbekistan. The findings showed that when teachers use gamification, it positively affects students' motivation and participation, and their confidence also improves. The results indicate that play-oriented learning approaches are effective and useful for teaching English in higher education, as it supports active learning. Therefore, teachers should use various games and gamified tasks in their lessons. This approach helps create an interactive learning environment using modern teaching methods.

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