



Results Of Teaching English Using Gamification In A Digital Period

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ABSTRACT

Digital educational resources are modern technical tools, which are designed to improve and improve the quality of students' knowledge. The inclusion of these resources in the educational process forms positive learning motivation of students, stimulates creative cognitive activity, the need for independent education.

Keywords:

Digital, motivation, stimulate, creative, tools, modern, improve, resources, activity, process

In this, the principle of awareness in didactics is of great importance. Understanding the exact meaning of each English word, phrase, sentence structure, the essence of each definition, each rule, each language construction is of particular importance for students of the higher education system. In the context of digital technologies, the main focus in teaching English to students with the help of gamification is the understanding of educational activities in the form of computer games, the assignments are aimed at better mastering and understanding of theoretical material with the help of examples, and the formation of skills and competencies of the student to apply theory to practice. In the context of digital technologies, it is carried out by using methods that create opportunities to provide a lot of knowledge in teaching English to students with the help of

gamification. In our opinion, one of the most important requirements for teaching English to students with the help of gamification in the context of digital technologies is to arouse interest and activity in students. First of all, it is easier to learn new educational material based on innovative technologies. As a result of the description of the presented educational material, the purpose of the subject, its main content and the questions asked by the teacher should be understandable to the students. When a new topic in English is conducted on the basis of games, only when it is conducted with the active participation of all students, their interest in the subject will increase. In the process of gamification, students' activity increases, which is manifested through their mental activities, such as listening carefully to lessons, analyzing educational material, comparing, drawing conclusions. It is known that in traditional education, students

receive knowledge based on ready-made instructions by listening to the structured information presented by the teacher. In the process of reproductive education, students engage in activities such as memorizing the information written by the teacher, giving analogies, repeating what they heard from the teacher, and become ordinary observers and listeners of the educational process.

Pedagogical activity in higher education institution is directed to the organization of the educational process in accordance with the requirements of society. Pedagogical activities include theoretical and practical activities. The following components are distinguished in the description of the pedagogical activity of an English teacher:

- organization;
- scientific knowledge;
- communicativeness;
- constructiveness.

The following levels are used to describe and evaluate the teacher's activity:

- reproductive. In this, the teacher only designs the educational information that he presents, but does not take into account the levels of the students;
- flexibility. At this stage, the teacher models educational information according to the students' levels;
- local modeling. At this stage, the teacher should be able to model the system of knowledge, skills and abilities on specific issues, not only to describe the information;
- systematic-modeled knowledge. At this stage, he models his own activity and the system of student activity necessary for mastering a concrete subject;
- systematic-modeled activity. At this stage, the teacher can model the entire educational system together with the students.

In organizing the educational process of the English teacher, he uses such forms as lectures, seminars, practical exercises, laboratory exercises, educational conferences, consultations, excursions, and expeditions. When organizing a lecture, the English teacher explains this or that

scientific issue correctly, logically and clearly.

In English classes, the teacher who introduces the teaching material in English uses oral methods. In this case, the teacher's lecture is the most effective, lively form of his communication with the inner world of students through his mind, emotions, will, feelings, and beliefs. It helps to realize the guidance, information, methodological and educational functions of teaching. The main tasks to be solved in the oral presentation of educational material in English are as follows:

- students are introduced to the methodology of science and research;
- methodical connections between all types of educational activities and training sessions are shown.

Students' independent work plays an important role in mastering knowledge, algorithms, and increasing the importance of the educational process. To achieve this goal, it is necessary to perform tasks perceived by students.

In the second type of private-didactic purpose of independent work in English lessons, knowledge is formed aimed at processing the acquired information in memory and performing typical tasks, that is, the second stage of knowledge.

The general description of all types of the second type of work independent of the English language is that in such work the idea (principle) of solving tasks is announced, methods and methods of developing this idea (principle) and applying it to concrete conditions are required from students.

The third type of private-didactic purpose of independent work in English lessons consists of the knowledge formed by students during the third stage - non-typical tasks.

In order to achieve this goal, it is necessary to solve the problems of knowledge (perception) that require students to build the foundations of the learning material being mastered.

The private didactic purpose of independent work in English classes is to create factors for creative activity. The cognitive activity of students who do such work is that they go deeper and deeper into the essence of the English text under discussion, find the necessary new, previously unknown ideas, and establish new relations of communication necessary to solve the principles of creating new information. In the literature on pedagogy (Esipov, Verzilin, M. Makhmutov) the following types of independent work are noted:

- reconstructive-variative;
- heuristic (partly, creative)
- creative research.

Reconstructive-variational independent works from English envisage not only the practical description of knowledge, but also the redevelopment of the structure of knowledge, the involvement of existing knowledge in exercises, problem solving.

Heuristic independent work is related to practical exercises, solving some issues and problems posed in debates. For example,

It aims to develop the ability to see a problem, to express it independently, to define a hypothesis, to develop a plan for solving the problem, and to solve it.

Doing creative research in English lessons will pave the way for a deeper understanding of the learning material. In such cases, the task is to create conditions that require the emergence of a problematic situation. In his work, the student searches for ways to solve the problem, free from ready-made examples. Thus, when teaching English to students with the help of gamification in the context of digital technologies, students learn to independently prepare for classes and prepare to strengthen acquired English phrases and sentences, their individual activity increases. The main conditions for the effective organization of the acquisition of educational material from the English language are as follows:

- the scientific nature of the text, its research character;
- the formation of the need for students to independently improve their knowledge of English language learning material;
- individualization of educational material;
- focusing on English grammar, pronunciation, methodical guidance in the organization of oral speech development, etc.

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