

Eurasian Journal
of Humanities and
Social Sciences



An Assessment System For Teaching English Using Gamification In The Era Of Digitalization

**Shavkieva Dilduza
Shakarboevna**

PhD, Associate Professor
Gulistan state university, Uzbekistan
Suheyra Demirkol Orak, Firat University, Turkey
+998904009955
Email:shavkievad@gmail.com

ABSTRACT

The article examines the principles and assessment criteria in teaching English to students in the context of the digitalization of education. Special attention is given to the role of gamification as an innovative tool for motivation and knowledge control. The author analyzes modern assessment approaches adapted to game-based learning methods and proposes criteria that meet the requirements of the digital era.

Keywords:

gamification, digitalization, English language teaching, assessment, criteria, motivation.

Introduction. Modern education is undergoing an active process of digitalization, which necessitates a revision of traditional approaches to teaching and assessment. The use of digital technologies and game elements (gamification) has become an effective way to enhance students' interest in learning foreign languages [1].

Gamification, as defined by Deterding et al., is the use of elements and principles of game design in a non-game context to increase learners' motivation and engagement [2]. Research shows that the introduction of game mechanisms such as point systems, levels, badges, and leaderboards contributes to the development of students' intrinsic motivation and improves foreign language learning outcomes.

According to a systematic review by Zhanni Luo (2023), which analyzed 21 empirical studies,

the effectiveness of gamification in foreign language learning depends on many factors, including learners' age, the types of game elements used, and the digital environment in which they are implemented [4]. Similar results were obtained in the study by Liu et al. (2024), which emphasizes that student motivation serves as a mediator between gamification and academic achievement, while digital literacy acts as a moderator in this process.

Nevertheless, the emergence of new teaching methods brings with it the need to develop appropriate assessment principles and criteria that reflect the characteristics of interactive and game-based forms of learning. Researchers (for example, Romanova E. V., 2020; Khramova N. V., 2021) note that an assessment system within a digital educational environment should take into account not only knowledge, but also

students' communicative, cognitive, and technological competences.

The purpose of this study is to identify the main principles and criteria for assessing English language learning outcomes through the use of gamification in the digital age.

Research Methods. To achieve this goal, a set of complementary methods was employed to provide a comprehensive analysis of the phenomenon of gamification in English language teaching and to determine assessment principles and criteria within the digital educational environment.

At the first stage of the research, a theoretical analysis of domestic and foreign sources on the digitalization of education, the implementation of game technologies, and foreign language teaching methodology was conducted. Special attention was given to works addressing psychological aspects of motivation, cognitive advantages of interactive learning, and modern approaches to assessment within digital platforms. This analysis made it possible to determine the methodological foundation of the study, identify gaps in existing assessment approaches, and clarify the conceptual framework.

At the second stage, traditional methods of knowledge assessment (testing, oral and written questioning, examinations) were compared with innovative approaches implemented in a gamified environment (rating systems, cumulative points, game missions, achievement badges). This analysis made it possible to highlight the advantages and limitations of each approach and to define directions for their possible integration to ensure both objectivity and motivational stability.

The empirical part of the study included pedagogical observation of students studying in English language courses that used game-based platforms such as *Kahoot*, *Quizizz*, *Duolingo*, and *Classcraft*. The observation was accompanied by a questionnaire designed to identify students' attitudes toward game elements in learning, their level of engagement, and their perception of the assessment system. The data obtained made it possible to establish the relationship between students' motivation

levels and their activity in the gamified environment.

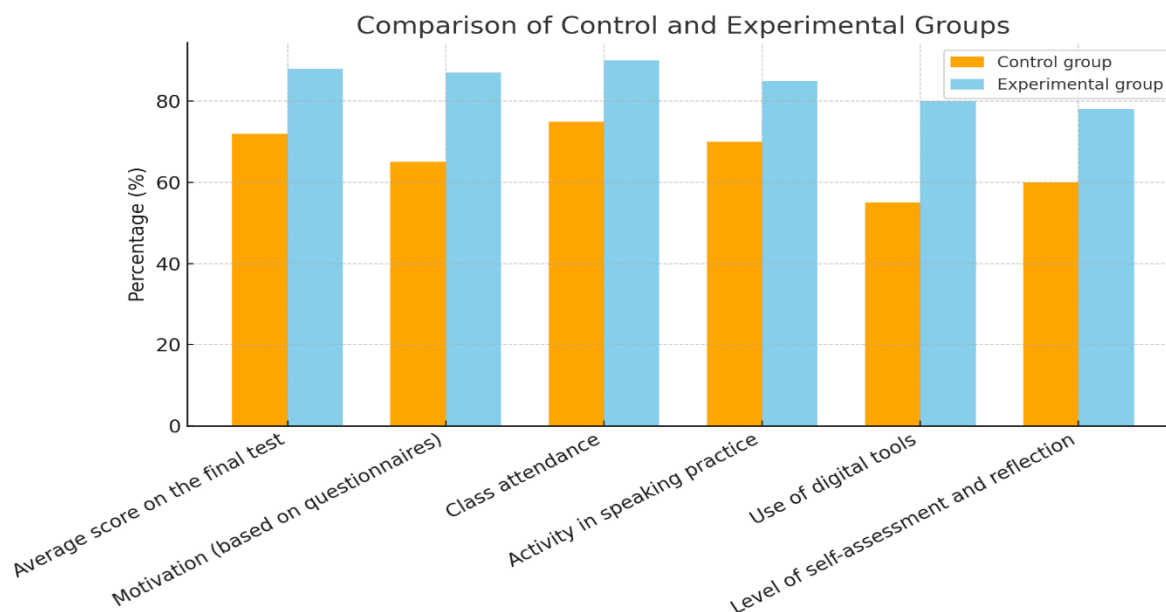
The final stage of the study involved a pedagogical experiment conducted over one academic semester. The experimental group studied using game-based technologies and digital tools, while the control group followed traditional teaching methods. During the experiment, not only students' language knowledge (lexical and grammatical skills, listening, speaking, and writing) was assessed, but also their communicative activity, interest in the subject, and ability to self-assess.

Quantitative and qualitative methods of data analysis were used, including statistical processing of survey results, comparative analysis of academic performance, and content analysis of students' open-ended responses.

Applying a comprehensive approach made it possible not only to identify the effectiveness of gamification in English language teaching, but also to determine the optimal principles and assessment criteria ensuring a balance between objectivity, motivation, and students' personal development.

Results. The results of the study confirmed that the use of gamification in English language learning has a multi-level impact on students' academic activity and motivation. The integration of game elements increased learners' engagement, stimulated their cognitive activity, and fostered a positive attitude toward the subject. Based on questionnaire and observation data, it was found that more than 80% of students reported increased interest in classes using game-based platforms, while 72% indicated better comprehension of learning materials due to visual and interactive presentation. Furthermore, students demonstrated a stronger drive for self-development and competitiveness, which positively influenced the formation of independent language-learning strategies. During the pedagogical experiment, it was revealed that the average academic performance of the experimental group increased by 15% compared to the control group, and the level of intrinsic motivation (according to survey data) rose by 23%. These findings indicate that gamification not only

improves cognitive outcomes but also fosters sustainable interest in language learning over the long term.



As can be seen from the table, the indicators of the experimental group are significantly higher in all areas. The most notable growth is observed in digital skills and communicative activity, which confirms the effectiveness of game-based methods in developing linguistic and metacognitive competencies.

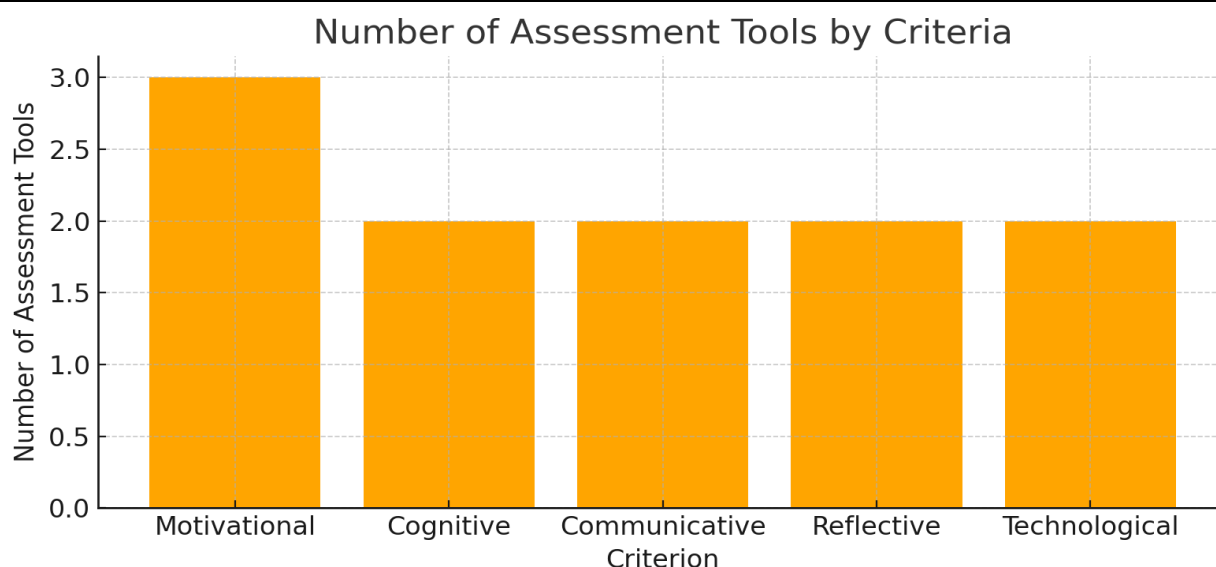
The following **principles of assessment** in a gamified learning environment were identified:

1. **Transparency** — students clearly understand the rules and assessment criteria, ensuring fairness and predictability of the process.
2. **Motivational focus** — the assessment system is aimed at encouraging activity, creativity, initiative, and teamwork.
3. **Interactivity** — the use of digital tools (*Kahoot, Quizizz, Duolingo, Classcraft*)

provides instant feedback and records results.

4. **Dynamism** — the possibility of promptly correcting mistakes and revising results during the learning process.
5. **Competence-based approach** — assessment is aimed not only at testing knowledge, but also at identifying the formation of key competencies: communicative, cognitive, sociocultural, and technological.

In addition, based on the experimental data, **criteria for evaluating the effectiveness of gamification** in the process of teaching English were developed.



The results showed that with the systematic application of gamification, not only does the quality of mastering language material improve, but digital and communicative competence also develops—becoming an integral part of the overall educational outcome. Students note that assessment through game-based tasks is perceived as less stressful, promotes self-control, enhances the ability to work in a digital environment, and fosters collaboration skills.

Thus, gamification serves as an effective tool not only for teaching but also for assessment, creating conditions for the development of students' personality, initiative, and responsibility. The findings confirm the feasibility of integrating game-based technologies into English language teaching practice and highlight the need to revise existing assessment criteria in light of the characteristics of the digital era.

The conducted research also confirms that traditional assessment methods require adaptation to new digital realities. Gamification allows the process of knowledge evaluation to become more flexible, interactive, and individualized, taking into account each student's learning pace and style. However, excessive use of game elements without clear criteria may reduce the objectivity of assessment. Therefore, the assessment system should be balanced, combining game mechanics and peer-assessment skills, which contribute to the growth of learner autonomy with academic standards.

Another important direction of development is the formation of self-assessment—one of the key competencies of the digital age. In this context, gamification becomes not merely a technological trend, but a tool for shaping a new culture of assessment based on collaboration, analytical thinking, and awareness.

Conclusion. Thus, in the context of rapid digitalization of modern education, the process of assessing students' knowledge and skills requires revision and adaptation to new interactive learning formats. Traditional forms of control—tests, oral questioning, and written assignments—no longer fully reflect the level of competence formation, especially in the field of foreign language learning. In this regard, gamification becomes an effective tool for integrating educational and digital technologies, combining elements of play, competition, and reflection into a unified system of teaching and assessment.

The results of the study showed that gamified platforms (*Kahoot*, *Quizizz*, *Duolingo*, *Classcraft*, etc.) not only increase students' motivation but also provide opportunities for comprehensive assessment in several domains: cognitive, communicative, reflective, and technological. Through the use of game mechanisms, assessment becomes more transparent, dynamic, and focused on developing key 21st-century competencies—critical thinking, creativity, collaboration, and digital literacy.

Of particular importance is the fact that gamification enables a shift from assessing results to assessing the learning process itself. Students can monitor their progress in real time, correct mistakes, and develop self-assessment and self-regulation skills. This contributes to the formation of intrinsic motivation and responsibility for one's own learning.

List of Literature:

1. Романова Е. В. *Геймификация в обучении иностранным языкам: теоретические основы и практика применения*. – М.: Просвещение, 2020.
2. Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). *From game design elements to gamefulness: defining "gamification"*. Proceedings of the 15th International Academic MindTrek Conference.
3. Kapp, K. M. *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education*. – San Francisco: Pfeiffer, 2012. – 302 p.
4. Zainuddin, Z., Shujahat, M., Haruna, H., Chu, S. K. W. *The Role of Gamified E-Quizzes on Student Learning and Engagement: An Interactive Learning Approach for Technology-Enhanced Classrooms* // *Computers & Education*. – 2020. – Vol. 145. – Article 103729.
5. Hamari, J., Koivisto, J., Sarsa, H. *Does Gamification Work? A Literature Review of Empirical Studies on Gamification* // *Proceedings of the 47th Hawaii International Conference on System Sciences (HICSS)*. – 2014. – P. 3025–3034.
6. Lee, J. J., Hammer, J. *Gamification in Education: What, How, Why Bother?* // *Academic Exchange Quarterly*. – 2011. – Vol. 15, No. 2. – P. 146–151.
7. Prensky, M. *Digital Game-Based Learning*. – New York: McGraw-Hill, 2001. – 303 p.
8. Dichev, C., Dicheva, D. *Gamifying Education: What Is Known, What Is Believed and What Remains Uncertain: A Critical Review* // *International Journal of Educational Technology in Higher Education*. – 2017. – Vol. 14, No. 9.
9. Landers, R. N. *Gamification Misunderstood: How Badly Executed and Poorly Defined Gamification Confuses the Literature* // *Computers in Human Behavior*. – 2019. – Vol. 101. – P. 481–488.
10. Domínguez, A., Saenz-de-Navarrete, J., de-Marcos, L., Fernández-Sanz, L., Pagés, C., Martínez-Herráiz, J. J. *Gamifying Learning Experiences: Practical Implications and Outcomes* // *Computers & Education*. – 2013. – Vol. 63. – P. 380–392.
11. Shakarboevna, S. D. (2023). *Solutions of problems in the process of teaching English in modern life*. *Confrencea*, 4(04), 127-130.
12. Shakarboevna, S. D. (2021). *Modern teaching methods with computer games in the educational process*. *Eurasian J. Humanities and Social Science*, 3118-12