

THE BENEFITS OF GAMIFICATION IN EDUCATION

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People enjoy playing games because they are entertaining and interesting. In fact, a recent survey found that 55% of employees would be interested in working for a company that used games to boost productivity. Perhaps our concept of gamification includes awards, badges, and points for accomplishing mundane tasks at work or even brushing your teeth.

But it is a limited view of gamification; there is a larger, more comprehensive, and more beneficial view of gamification. Therefore, lecturers' training classes are often monotonous, dry, and politicized, whereas commanding a guild and gaining experience while motivating troops to success on a raid is exciting. Board games are typically designated for family fun nights, but when correctly structured and employed in a corporate setting, insights that would not otherwise be possible might be acquired. Without the motivation of a leader board, motivating over 300 students in a large lecture class to come on a regular basis can be a daunting endeavor.

Games are the ideal learning environment with their built-in permission to fail, encouragement of out-of-box thinking, and sense of control. The addition of game elements on top of traditional learning environments is a way of leveraging the power of engagement and imagination. In e-learning we need to use games instead of presenting text and multiple choice questions on an endless parade of screens with little feedback or assessment of knowledge gained. In the classroom, we need gamification to avoid the endless stream of bullets we hurl at trainees in an uninspiring lecture format [1:22].

The foundational skill of the English language—grammar—allows ESL/EFL students to read, write, speak, and understand the language with proficiency. However, due to the complexity of the linguistic variable, it is difficult to teach and learn. This is consistent with a study by Hossain, who found that despite their belief that formal grammar study is crucial to language development, students lack proficiency in English grammar, vocabulary, and speaking. Additionally, they frequently think that learning and using language in the classroom can instantly enhance their communicative skills. Therefore, to help students achieve more, grammar instruction should be enjoyable.

Grammar teaching has advanced beyond the memorization of rules or dialogues, and is more strongly rooted in helping learners enhance their communicative skill, demanding tasks that require them to understand grammatical forms, their meaning and their usage. Teachers should direct students to assess grammar in the sense of wider discourse as well as to engage in substantive negotiation. Grammar teaching with technology often occurs

not within software programs specifically created for language learning but rather with communicative or learning technologies accessible for a variety of purposes. Or, instruction takes place by combining a number of tools depending on course context. In this regard, training becomes increasingly important as teachers choose among a variety of quicklychanging technologies to meet the specific needs of their students and the curriculum [2:4].

This requires acknowledging that today's learners are digital natives. They have grown up with technological advancement and have a variety of learning methods as well as higher expectations for teaching and learning. In a globalized and multicultural English language classroom in higher education, where student-centered strategies trend to a more culturally diverse and technologically oriented learning environment, gamification is well-aligned. In a globalized and multicultural English language classroom in higher education, where student-centered strategies trend to a more culturally diverse and technologically oriented learning environment, gamification is well-aligned. To foster effective player communication, endurance, and drive to succeed or learn, specific game aspects may be applied in gamification or non-game contexts. Investigating the game elements may increase the player's desire for participation and involvement in a grammar learning game by elucidating the effects of specific game features on players and explaining the motivational factors of game participation.

The most obvious justification for incorporating technology into language classrooms is to increase student engagement and motivation. According to Shyamlee and Phil, the past two decades have experienced a revolution owing to incipience of technology, and has transformed the dynamics of numerous businesses, as well as the industries and the way people communicate and work in the society. The quick rise and development of information technology has created a better opportunity to investigate a new teaching methodology. As a result, technology is crucial to the teaching of English. In a same vein, technology is employed in English schools to increase students' motivation and excitement as well as to help them effectively conquer the language. The application of game design concepts and game mechanisms in non-gaming environments to engage people and solve problems". It can stimulate and motivate students to achieve their English learning objectives because it displays a creative and interesting learning activity. It also allows students to participate actively in the learning process, which promotes constructive learning, skill development, and problem-based learning. We learning professionals understand gamification because we've done it: we've converted boring subject into exciting classroom activities, immersed learners in case studies, and raised the bar.

Now is not the time to abandon the concept of gamification; rather, it is time to return to it in order to enrich its meaning and depth. Let us make gamification relevant to learning and instruction. Let us place learners in authentic contexts where they may practice their skills and receive quick feedback on their progress and accomplishments, as well as receive acknowledgment for doing well and feeling good about overcoming a

problem. All of that sure beats answering a multiple-choice question. Furthermore, gamification is a novel instructional technique or tactic. Educators who use technology to teach grammar have an increasing number of options. Regardless of the options chosen, employing technology to teach grammar will be most effective when it is integrated into the curriculum, course, and lesson. In contrast to bottom-up grammar point techniques, many teachers choose task-based instruction, which involves teachers and students in student-centered real-world task analysis, problem-generation, and assessment grounded in real-world activities.

Munday explains that Duolingo is a free application created by Luis Von Ahn and Severin Hacker in November 2011 with the slogan "Free language education for the world." According to its website, it has over 30 million registered members. It includes numerous languages for both English speakers and non-English people. Jaková, adds to her clarification that Duolingo is a free language learning tool that allows users to advance through classes while also translating numerous websites and other documents.

High achievement can both encourage players and serve as motivation. Rewards might be bonuses for completing tasks or reaching higher levels, or they can be access to more resources, employees, soldiers, and so on after overcoming hurdles in the game. As a gaming mechanic, this can be utilized to entice and drive players to do better than they would if no goals or prizes were present. The benefits might be revealed and expected after achieving goals, or they can remain unknown until someone completes a task. It is a great learning strategy since it has a very engaging learning method that largely uses game mechanics to inspire students to study. Key components of games are instructions, which can be provided as either game commands or instructors. The educational value of the game and the learning experience for instructional games depend heavily on the facilitators. By using a technique known as scaffolding, facilitators can keep information from the player, ensuring that they or the game's levels do not overwhelm them. This is done to ensure that the player can execute certain tasks within the scope of their abilities thus far in the game, and then build upon that to gradually increase the game's complexity and difficulty as they advance.

Social interaction is essential during the game session to keep things interesting and engaging as well as to share knowledge among players with different levels of experience. This becomes clear when a tale is presented or when strategies are used; players who have firsthand knowledge of the game's setting can then impart that knowledge to other players. With his concept of actual experience, learning from live models, and symbolic modeling, Albert Bandura made a significant contribution to our understanding of how people can understand one another by observation. This suggests that higher self-efficacy may be a result of social learning. Of course, winning the game is also considered a reward, but since learning, mastery, and enjoyment are the goals of the activity, the process of playing the game can be seen as intrinsic, while the desire to win is extrinsic. Players interacting with one another during a game session is a representation of social learning.

This interaction can take the form of aiding in the understanding of rules or reward systems, as a sharing of experience where one player has more knowledge with a strategy maneuver, business topic, or gamification concept and shares this with the others, or as a general mixing of players without prior ties. Duolingo also has distinct advantages over other language learning software products in that users must enroll online and provide a valid email address. Recognizing the necessity of providing students with unique and attractive grammar learning activities, research on examining gamification in the grammar lesson as part of the EFL classroom is critical to enhance teaching and learning in the twenty-first century.

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