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## **Gaming in the classroom and Gamification**

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### **Abstract**

In this article, the use of gaming in educational settings has drawn attention recently as a potentially effective strategy for improving learning outcomes. This article investigates the possible advantages of employing games as teaching aids in the classroom.

**Key words:** Gamification, communication skill, teamwork, critical thinking, problem-solving, role play

### **Абстракт**

Использование игр в образовательных учреждениях недавно привлекло внимание как потенциально эффективная стратегия улучшения результатов обучения.

**Ключевые слова:** Геймификация, коммуникативные навыки, работа в команде, критическое мышление, решение проблем, ролевая игра.

### **Abstarkt**

Ta'lim sharoitida o'yinlardan foydalanish yaqinda ta'lim natijalarini yaxshilash uchun potentsial samarali strategiya sifatida e'tiborni tortdi. Ushbu maqolada o'yinlardan darsda o'quv qo'llanmasi sifatida foydalanishning mumkin bo'lgan afzalliklari o'rganiladi.

## **“TEACHING FOREIGN LANGUAGES IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT: BEST PRACTICES, PROBLEMS AND OPPORTUNITIES”**

**Published Date:- 18-10-2023**

**Kalit so'zlar:** Gamifikatsiya, muloqot qobiliyati, jamoada ishlash, tanqidiy fikrlash, muammolarni hal qilish, rol o'ynash

### **Introduction**

Nowadays, English as a lingua franca is learnt in all sphere and fields. The motives for learning English are impacted by the fact that it is currently the language of globalization, international communication, commerce and trade, the media, and popular culture.

Using gaming in the classroom to engage students and improve learning is becoming more and more common. Teachers may make the learning environment more interactive and interesting by adding games into the classroom. This will enable students to gain critical thinking, problem-solving, teamwork, and communication skills.

Games of all kinds, including instructional ones, simulation games, role-playing games, and strategy games, can be employed in the classroom. While simulation games let students experience real-world scenarios and make decisions based on those experiences, educational games are expressly made to teach specific topics or abilities. While strategy games can aid in the development of critical thinking and decision-making skills, role-playing games can aid in the development of empathy and perspective-taking abilities in children.

### **Reasons of using games in the language classroom**

## **“TEACHING FOREIGN LANGUAGES IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT: BEST PRACTICES, PROBLEMS AND OPPORTUNITIES”**

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Learning languages is a difficult process so many instructors face to some challenges in teaching languages. Games can help the instructors to create opportunity which acquiring languages can be easy and interesting. There are some reasons of using games in the language classroom such as productivity of the lessons, developing interest, and simplification of the process. As Simpson (2018) mentioned games can be intended to focus on listening, speaking, reading and writing and you can find combination of skills with the game. In addition Klimova & Kaset (2013) added his opinions that the game create an environment and it is very essential to manage lessons effectively.

### **Results**

Result is outcomes and consequences of particular action and process. If the teachers connect the lesson with games, it can be useful for students and should gain good results in learning languages. There may be different results in gamification classroom such as positive and negative. According to Klimova & Kaset (2013) the results show in-depth analysis and educational video games also help to foster teamwork, scaffolding, and motivation in addition to improving EFL vocabulary and knowledge. In addition, Liantas (2020) referred learning by experience has a long-standing in foreign language and second language classrooms, and it is one that ultimately finds its voice in a community of learners who are willing to challenge conventional approaches of learning.

### **Benefits**

## **“TEACHING FOREIGN LANGUAGES IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT: BEST PRACTICES, PROBLEMS AND OPPORTUNITIES”**

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If mention about the advantages of gaming in the classroom, we can count a number of benefits gamification. There are many benefits gaming in the classroom such as effectiveness of the lesson, increasing student’s interest, simplification and good results in language learning. As Lontas (2020) noted game-based formats, methods and simulations as well as they are exact. Also Klimova & Kaset (2013) argued computer educational games have more advantages than disadvantages for vocabulary training, and used a recourse of motivation. In addition Simpson claimed the advantages of games the effectiveness in learning vocabulary in different ways.

### **Challenges**

Although there are many benefits gaming in the classroom while it is mentioned some drawbacks. The main negative side is time consuming and it may distract to manage the formal instruction of the lesson. Also there are other cons of gamification like addiction to the organizing games, distraction of the lesson, rivalry with each others and so on. Simpson (2018) express his ideas that many students feel exasperated if they waste too much time to game and it disturbs them. Moreover, Klimova & Kaset (2013) argued learning vocabulary is affective through using drills or dictionary rather than watching video games.

### **Conclusion**

To sum up, gaming in classroom or gamification plays an important role in organization of lessons and achieve goals during lessons. To sum up, educators are increasingly using gaming as a technique to engage kids in the classroom. Teachers

## “TEACHING FOREIGN LANGUAGES IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT: BEST PRACTICES, PROBLEMS AND OPPORTUNITIES”

**Published Date:- 18-10-2023**

may now provide students with an engaging and dynamic manner to learn and use new abilities thanks to the growth of educational video games. Students can work together, interact, and solve problems in a digital setting by playing games. It's crucial for educators to use gaming as an addition to conventional teaching strategies rather than as a substitute. Additionally, educators must make sure that the games they select are appropriate for the students' age and skill level as well as that they match the learning objectives.

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