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Milliy Pedagogika
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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MUNDARIJA

Yangi O'zbekiston sharoitida ayollar ijtimoiy faolligini oshirishda psixologik motivatsiya va o'z-o'zini rivojlantirish strategiyalari	26
<i>Xuseynova Abira Amanovna</i>	
Pragmalinguodidactic Principles in Teaching English for Philologist Students and their Application in Intercultural Communication.....	31
<i>Arzieva Bibi-Sanem Aynazarovna</i>	
Metakognitiv ko'nikmalarni rivojlantirishga qaratilgan biologiya o'quv materiallarini loyihalash, joriy etish va samaradorligini baholash.....	35
<i>Abdurasulova Gulrux Habibullayevna</i>	
Oligofreniya holatida neyropsixologik tashxislar qo'llanilishining umumiy masalalari	40
<i>Akramov Dostonbek Ikromjon o'g'li, Xojaliyeva Sarvinoz Elyorjon qizi</i>	
Oliy ta'lim muassasalari talabalarida kreativ kompetensiyani rivojlantirish pedagogik muammo sifatida ...	44
<i>Asatova Dildora Aslamovna</i>	
Ingliz tili o'qish ko'nikmalarini takomillashtirishda autentik manbalarning roli.....	49
<i>Bekmuratova Nargiza Arislanbayevna</i>	
Insuldan keyingi nutqni tiklashda logopedik reabilitatsiya va nevrologik muolajalar integratsiyasi	52
<i>Boltaboyeva Xurshida Sharofiddinovna</i>	
The Concept of Symbols in Linguoculturology	56
<i>Hamraqulova Gulandom Sodiq qizi</i>	
Buyuk ipak yo'li xalqlari o'rtasidagi pedagogik va madaniy aloqalarning vujudga kelishi.....	59
<i>Mirxalilova Nargiza Akbarovna</i>	
Bo'lajak tarbiyachilarni bolalarni nutqini o'stirishga bo'lgan kasbiy-pedagogik tayyorgarligini o'stirish	63
<i>Mitaliboyeva Dildora</i>	
Koxlear implantli bolalarning eshituv–nutqiy faolligini oshirishda differensial yondashuv asosida korreksion-pedagogik ish	66
<i>Nartayeva Shahoza Yulchibayevna</i>	
Fasilitatsion yondashuv asosida kichik maktabgacha yoshdagi bolalarda adaptiv ko'nikmalarni rivojlantirishning psixologik-pedagogik mexanizmlari.....	71
<i>Normatova Nilufar Komilovna</i>	
Boshlang'ich sinflarda disgrafiyasi bo'lgan o'quvchilarda yozish kompetensiyalarini shakllantirishning ilmiy-nazariy asoslari (XIX–XXI asrlarda).....	76
<i>Qaxxorova Saidaxon, Mamarajabova Zulfiya</i>	
Raqamli texnologiyalar va onlayn platformalar orqali olimpiya ta'limini rivojlantirish: yoshlar orasida axloqiy va jismoniy madaniyatni oshirish	80
<i>Qodirov Jurabek Mamatsimonovich</i>	
Boshlang'ich sinf o'quvchilarida sun'iy intellekt bilim va savodxonligini rivojlantiradigan innovatsion jismoniy-interaktiv o'yinlar: pedagogik model.....	83
<i>Quvonova Nodirabegim Shavkat qizi</i>	
“Sab' ai sayyor” asarida qo'llangan onomastik birliklar haqida mulohazalar	87
<i>Gadayev Oybek Yaxshiboyevich, Ravshanova Sharbatoy Rahmatilla qizi</i>	
Ijtimoiy tarmoq shifokorlarining masofaviy konsultatsiyalari shaxs psixikasi va salomatligiga ta'siri	91
<i>Askarova Nargiza Abdivaliyevna, Ravshanova Zarnigor Daminovna</i>	
Talabalar ilmiy dunyoqarashini rivojlantirishda innovatsion ta'lim texnologiyalari va interfaol metodlardan foydalanish.....	95
<i>Satvoldiyev Faxriddin Akbarali o'g'li</i>	
Innovatsion ta'lim texnologiyalari orqali pedagoglarning kreativligini rivojlantirish	99
<i>Saydullayeva Gulasal Umidjon qizi</i>	
Maktabgacha yoshdagi bolalar motorikasini rivojlantirishning standart modeli	102
<i>Sirojiddinova Xamidaxon Xasanboy qizi</i>	
Bo'lajak o'qituvchilarning shaxslararo munosabat kompetensiyasini rivojlantirishning pedagogik shart-sharoitlari	106
<i>Turg'unova Gulnoza Muhammadjonovna, Xodjiyeva Mahliyo</i>	



Shaxsdagi mehnat motivatsiyasi samaradorligini ta'minlashga xizmat qiluvchi korrelyatsion bog'liqliklar tahlili	109
Xusanov Samariddin Maxmadaminovich	
Auditoriyadan tashqari musiqiy mashg'ulotlarni art-terapiya yordamida tashkil etish asoslari	112
Yarashev Jo'rabek To'rayevich	
Формирование творческого мышления школьников на уроках музыки	117
Габдульманова Ильнура Минисламовна	
Теоретико-методологические основы коллаборативного обучения, кооперативных подходов и интерактивных педагогических методов	119
Жураева Мафтуна Бахтиёр кизи	
Педагогическое колесо как инструмент формирования цифровой компетентности будущих педагогов дошкольного образования.....	124
Уразова М. Б., Усманова У. Б.	
Особенности гражданского воспитания обучающихся в системе “школа–махалла” в Узбекистане ..	130
Хайдаров Шавкат Шамсиддин угли	
Педагогические условия формирования языковой грамотности у учащихся с тяжелыми нарушениями речи.....	135
Юсупова Зулайхо Бахром кизи	
Valeologik tarbiyada o'yin texnologiyalarining ahamiyati.....	139
Berkinova Charos Islomovna	
O'quvchilarda faol fuqarolik kompetensiyasi tushunchasi, mazmuni va shakllanishi	142
Buvorayeva Gulruh Shoikrom qizi	
Boshlang'ich ta'limda STEAM yondashuvi asosida o'qitishning didaktik imkoniyatlari	145
Cho'tboyeva Munisxon Eshpo'lat qizi	
Tabiatga muhabbat: maktabgacha ta'limda milliy qadriyatlar va o'yinlar orqali ekologik tarbiya	150
Ergasheva Umriniso Komilovna	
Zamonaviy ta'lim – talabalar ijtimoiy intellektini shakllantirish omilidir.....	153
Ermatova Gulnoz Pirimovna	
O'zbekistonning eng yangi tarixi fanini o'qitishda pedagogik texnologiyaning o'rni	156
Gazibekova Feruza Hakimovna	
Boshlang'ich sinf o'quvchilarining raqamli texnologiyalar muhitida tanqidiy va mustaqil fikrlashini rivojlantirish metodikasi	159
Haydarova Feruza Haydar qizi	
Talabalarda ma'naviy-axloqiy fazilatlar va sifatlarni shakllantirish mexanizmi.....	162
Jumanazarova Dilnoza Umurzaqovna	
Maktabgacha yoshdagi bolalarning kasbga bo'lgan qiziqishlarini shakllantirishda interfaol metodlarni qo'llash texnologiyasi.....	165
Jumayeva Malika Aliyevna	
Bo'lajak boshlang'ich sinf o'qituvchilarda kasbiy-nutq madaniyatini rivojlantirish.....	168
Lutfetdinova Ra'no Xusnetdinovna	
Maktabgacha yoshdagi bolalarda matematik rivojlanishga zamonaviy yondashuvlar va jahon tajribalari ..	172
Masharipova Barno Erkin qizi, Adilbayeva Dilnoza Adilbay qizi	
Boshlang'ich sinf o'quvchilarida til o'yinlari texnologiyalarining nazariy asoslari.....	175
Masharipova Dilfuza Muxammatjon qizi	
Maktabgacha ta'lim tarbiyachisi pedagogik faoliyatining o'ziga xosligi	178
Muhammadiyeva Feruza Turakulovna	
Boshlang'ich sinf o'quvchilarini og'zaki va yozma nutqini rivojlantirishda aksiologik yondashuvdan foydalanish metodikasi.....	181
Muhiddinova Munira Xayrullayevna	
Boshlang'ich ta'lim jarayonida matematika fanini o'qitishda raqamli transformatsiya vositalaridan foydalanishning metodik paradigmasi	184
Narzullayeva Sevara Omonovna	
O'qituvchining muloqot madaniyatini shakllantirishning pedagogik-psixologik xususiyatlari	187
Nizamova Nodira Paxritdinovna	
Integrativ yondashuv asosida o'quvchilarning nutqiy kompetentligini rivojlantirishning mazmuniy izohlanishi	191
Oysha Qurbonova, Nodira Abduraimova	
Boshlang'ich ta'limda Finlandiya tajribasi	195
Nodira Sherboyeva	

Kutubxonachi kutubxona-axborot xizmati jarayonining yetakchi ishtirokchisi sifatida	198
O'ktam Nosirov	
Pedagogik ta'lim transformatsiyasida talabalarning tadqiqotchilik kompetensiyalarini rivojlantirish texnologiyasi.....	204
Rustamova Shoxista Omonjonovna	
Globallashuv sharoitida axborot-psixologik xavfsizlikni shakllantirish masalalari.....	208
Raxmatjonov Shoxjahon Dilshodbek o'g'li	
Talabalarga ingliz tilini o'qitishning zamonaviy innovatsion texnologiyalari	212
Sa'dullayeva Rushana	
Boshlang'ich sinf matematika darslarida o'quvchilarning mantiqiy fikrlash qobiliyatini rivojlantirish	215
Saidova Dilbar Erkinovna	
Pedagog xodimlarda tolerantlik namoyon bo'lishining determinantlari.....	218
Sattorova Maxliyo Dilmurod qizi	
Kreativ metodlar orqali maktabgacha yoshdagi bolalarda kreativ tafakkur va fikrlashni rivojlantirish	223
Sultonboyeva Baxriniso Ilhomjon qizi	
Artpedagogika texnologiyalaridan foydalanib maktabgacha yoshdagi bolalarda dialogik nutqni rivojlantirish metodikasi	226
Xolmatova Fotima Baxtiyor qizi	
Boshlang'ich ta'limda yashil kompetensiyalarni shakllantirish yo'nalishlari.....	229
Yaqubova Shoira Tog'aymuratovna	
Emotsional intellektni rivojlantirishning nazariy asoslari.....	233
Yarmatov Raxmboy Baxramovich	
Boshlang'ich ta'limda o'quv veb-saytlari orqali til kompetentligini rivojlantirish	239
Zokirova Sohiba Muxtoraliyevna, Muxammadjonova Diyorabonu Muzaffarjon qizi	
Языковые изменения в русском языке XXI века: исследование новых слов, сленга, интернет-коммуникации, влияния англицизмов и глобализации на современный русский язык	242
Марупова Дилфуза Давроновна	
Oliy ta'limda talabalarning ilmiy-tadqiqot faoliyatining maqsad va vazifalari	247
F. R. Xosilova	
Boshlang'ich ta'lim texnologiya darslarida o'quvchilarni tabiiy materiallar bilan ishlashga o'rgatish	251
Kambarov Nodirjon Sattarovich, Nasirjanova Feruzaxon Alixon qizi	
Boshlang'ich ta'limda STEAM yondashuvining qo'llanilishi va uning samaradorligi.....	256
Abdulazizova Yulduz Abdujabbor qizi	
Tabiiy fanlarni o'qitishda STEAM yondashuvi asosida kreativlikni rivojlantirish metodikasi	259
Abdullayeva Dilrabo Fayzulla qizi	
Umumta'lim maktablarida o'quvchilarda shaxs ma'naviy qiyofasini shakllantirishning zamonaviy pedagogik texnologiyalari.....	262
Aliyeva Zuxra Tursunboyevna	
Yosh avlodni madaniy-tarixiy yondashuv asosida tarbiyalashda madaniy-ma'rifiy muassasalarning o'rni..	265
Aripov Shokirjon Olimovich	
Ta'limda yangi texnologiya: 4K modeli va uni amalga oshirish yo'llari.....	268
Avliyoqulova Nasiba Choriyevna	
Badiiy-tarixiy materiallarni ta'lim jarayoniga integratsiyalashning metodologik asoslari.....	272
Baratov Baxtiyorjon Qodirovich	
Bolaning maktabgacha ta'lim tashkilotiga moslashishida o'yinning roli.....	275
Barno Masharipova Erkin qizi, Zuhrobova Mahliyo Abdulatif qizi	
Boshlang'ich sinf o'qish savodxonligi darslarida integrativ yondoshuvdan foydalanish texnologiyasi	278
Ernazarova Laylo Abdusaitovna, Saidahmadova Gulrux Farrux qizi	
Bo'lajak tarbiyachilarda metarefleksiv fikrlashni rivojlantirishning psixologik-pedagogik asoslari	284
Ismailova Nilufar Isroildjanovna	
Semantic and Cross-Cultural Features of Food-Based Idioms in Karakalpak and English Languages.....	289
Jiemuratova Gulistan Koshkinbaevna	
Filolog talabalarida mustaqil fikrlash va qaror qabul qilishni rivojlantirishda metakognitiv yondashuvlarning didaktik mexanizmlari.....	292
Jo'rayeva Dilnoza Ro'zimat qizi	
Rivojlantiruvchi sohalar kompetensiyalariga integratsion yondashuv asosida maktabgacha yoshdagi bolalarni ma'naviy-axloqiy tarbiyalash texnologiyasini rivojlantirish	296
Jo'rayeva Zilola Sayfiddin qizi	



Psixologlar kasbiy komponentlarini rivojlantirishda matematik usullardan foydalanishning o'ziga xos xususiyatlari.....	302
Kuziyeva Dilnura Dilmurotovna	
O'zbekiston metodik maktabida sotsiolingvistik kompetensiyani shakllantirish bo'yicha olib borilgan ilmiy tadqiqotlar tahlili	306
Madaminova Gulzira Gulamkadirovna	
Maxsus pedagogika fanlarini o'qitishning nazariy-metodik asoslari	313
Maqsudova Nodira Alijonovna	
Maktabgacha yoshdagi bolalarda metakognitiv ko'nikmalarni rivojlantirishda ertakterapiya texnologiyalaridan foydalanish metodikasi	317
Muxiddinova Dilfuza Sherdor qizi	
Nutq madaniyatini shakllantirishda o'qituvchi nutqining roli.....	320
N. Q. Olimova	
Boshlang'ich ta'lim jarayonida matematika fanini o'qitishda raqamli transformatsiya vositalaridan foydalanishning metodik paradigmasi	323
Narzullayeva Sevara Omonovna	
O'quvchilarda ekologik madaniyatni shakllantirish metodikasi	326
Normirzayeva Maftunaxon Ilyosjon qizi	
Boshlang'ich sinf o'quvchilarida tadqiqot faoliyatini rivojlantirishda intensiv ta'lim texnologiyalarining metodik asoslari.....	329
Olloqulova Farzona Umedillayevna	
Maktabgacha ta'lim yoshidagi giperaktiv bolalar bilan ishlashda pedagogik kompetentligini oshirish metodikasi.....	332
Raimqulova Sojida Abdusaid qizi	
Talabalarning tadqiqotchilik kompetensiyalarini shakllantirishning nazariy asoslari	335
Rustamova Shoxista Omonjonovna	
Inklyuziv ta'limni tashkil etishning xorijiy pedagogik amaliyotdagi modellari	339
Sultonova Zarina Uchqun qizi	
Xalq pedagogikasida ertaklarning tarbiyaviy va ma'naviy-ma'rifiy ahamiyati: ma'naviy begonlashuvga qarshi tarbiyaviy omil sifatida.....	343
To'xtasinova Farida Davlatali qizi	
B1 darajadagi talabalar uchun xorijiy tilni o'qitishda audiovizual texnologiyalar yordamida ta'lim samaradorligini oshirishning metodik asoslari	347
Toshpulatova Shaxsanam Xolmurodovna	
Kontekstli ta'lim va uning boshlang'ich ta'lim matematikasidagi ahamiyati haqida	350
Umarova Nigora Alisherovna	
Oiladagi psixologik muhitning o'spirinlarda to'liqsizlik kompleksi shakllanishiga ta'siri	353
Xalmuratova Dilorom Abdikarimovna	
Ta'limda faktcheking: misinformatsiya va dizinformatsiyaga qarshi kurashishning pedagogik asoslari	356
Xidirova Maftuna Ithom qizi	
Maktab o'quvchilarini falsafiy va dunyoqarashga tayyorlash omillari	362
Xo'shboqova Farida Komiljon qizi	
Boshlang'ich sinf o'quvchilarida nutq faoliyatini rivojlantirishning lingokognitiv asoslari	370
Xusanova Gulruxsor To'lqin qizi, Aliyeva Muhlis Baxodir qizi	
Boshlang'ich sinf o'quvchilarining nutqiy kompetensiyasini oshirish	374
Zokirova Sohobxon Muxtaraliyevna, Erkinova Nazokatxon Anvarjon qizi	
Эффективность занятий кроссфитом в повышении уровня общей физической подготовленности слушателей института повышения квалификации МВД Республики Узбекистан	377
Албеков Шокир Адилбекович	
Роль торговых и кочевых маршрутов в формировании лингвокультурных заимствований между Хорезмом и Южной Сибирью.....	381
Сатымова Светлана Сатымовна	
Использование искусственного интеллекта в обучении русскому языку как иностранному: проблемы и решения.....	385
Ташева Дилором Салимовна	
Проблемы использования коммуникативного метода в преподавании русского языка студентам	389
Тоджибоева Наргиза Джумабоевна	

Maktab–oila–mahalla hamkorligining qizlar ijtimoiy faolligini oshirishga ta'siri	393
<i>Abdurazoqova Marg'uba Muxammad qizi</i>	
Ta'lim tizimida musiqiy madaniyatni takomillashtirishning metodologik imkoniyatlari.....	397
<i>Asqarova Xurshida A'zamjon qizi</i>	
Maktab biologiya kursini o'qitishda dars va darsdan tashqari mashg'ulotlarning o'zaro bog'liqligi asosida metodologik savodxonlikni shakllantirish.....	404
<i>Azimov Bekjon Ibrohimjon o'g'li</i>	
Oliy ta'lim tizimida iqtidorli talabalar bilan ishlash samaradorligini ta'minlash usullari.....	407
<i>Delov To'liqin Erkinovich</i>	
Boshlang'ich sinf o'quvchilarni badiiy asarlarni janriy xususiyatlariga ko'ra izohli o'qishga o'rgatish	410
<i>Gulmira Abdullayeva</i>	
O'zbekiston bokschilarining dunyo reytingida yetakchi o'rinlarni egallashining asosiy omillari	413
<i>Insapov Ismoil Tuychaliyevich</i>	
Improving Learners' Engagement Through Game-Based Techniques in Language Education	416
<i>Ismailova Ma'rifat Bakhrambek kizi</i>	
STEAM yondashuvi boshlang'ich ta'limda ijodiy fikrlashni rivojlantirishning zamonaviy kaliti sifatida	421
<i>Jo'rayeva Nasiba Komil qizi</i>	
O'quvchilarni milliy qadriyatlar asosida tarbiyalashning ijtimoiylashuvi	426
<i>Jo'rayeva Sayyora Vahobjon qizi</i>	
O'smirlarda xarakter aksentuatsiyasining o'ziga bo'lgan ishonch rivojlanishiga ta'sirining psixologik xususiyatlari	429
<i>Jurayev Xaydarjon Odilboyevich</i>	
O'spirinlarda agressiv xulqqa ta'sir qiluvchi omillar	433
<i>Konratbayeva Ayjamal Bazarbayevna</i>	
Rus va o'zbek tillarida chorvachilik terminlarining qiyosiy tahlili.....	436
<i>Kurbanova Guzal Abduraximovna</i>	
Texnologiya darslarida murakkab mexanizmlarni o'qitishning zamonaviy usullari	441
<i>Mamadaliyev Furqat Xolmamatovich</i>	
Umumta'lim maktab o'qituvchilarining sun'iy intellekt texnologiyalaridan foydalanish madaniyatini shakllantirish usullari	446
<i>Mamatova Fazilat Ixtiyorovna, Xolmirzayeva Zebo Ravshan qizi</i>	
Nutqda badiiy tasviriy vositalardan foydalanish yo'llari.....	450
<i>Murodova Farangis G'anisherovna</i>	
Kichik yoshdagi o'quvchilarning yozma savodxonligini oshirish yo'llari.....	454
<i>N. Abduvaliyeva, M. Odinajonova</i>	
Kichik maktab yoshidagi nutqida nuqsoni bo'lgan bolalar shaxslararo munosabatini korreksiyalashda ertak terapiyasidan foydalanish	458
<i>Nig'matova Nodirabegim Lutfillo qizi</i>	
Boshlang'ich sinf matematika darslarida o'quvchilarning mantiqiy fikrlash qobiliyatini rivojlantirish	463
<i>O'rinova Ro'zigul Jumanazar qizi</i>	
Voleybol o'yinida blok qo'yish texnikasini o'rgatishda yangi pedagogik yondashuvlar	467
<i>Qambarov Kozimjon</i>	
Texnik yo'nalishda tahsil olayotgan talabalarga ingliz tilini o'qitishning yangi texnologiyalari	472
<i>Babayeva Gulnozaxon Latibjonovna</i>	
Maktabgacha ta'lim sifatini oshirishda pedagog malakasining roli	481
<i>Davlatova Dildora Nuriddinovna</i>	
Talabalarda sog'lom turmush tarzini rivojlantirishning pedagogik tamoyillari	485
<i>Davronov Nurzod Ismoilovich</i>	
Eshitishda nuqsoni bo'lgan bolalar: toifalari va tasniflash mezonlari	490
<i>Djurayeva Sohiba Barat qizi</i>	
Blum taksonomiyasiga asoslanib boshlang'ich sinf o'quvchilarining og'zaki va yozma nutqini rivojlantirish usullari.....	495
<i>Husenova Aziza Sharipovna</i>	
Tabiiy fan darslari jarayonida o'quvchilarda loyihaviy ishlarni tashkil etish ko'nikmasini shakllantirish	498
<i>Matniyazova Diyora Jumanazarovna</i>	
Boshlang'ich ta'limni modernizatsiya qilishning asosiy yo'nalishlari: innovatsion taraqqiyot, metodik yangiliklar va istiqbollari	501
<i>Nazarova Mohigul Akmalovna, Asatova Mashhura Asomiddin qizi</i>	



Kasbiy pedagogikani shakllantirish va rivojlantirish masalalari	506
<i>Sanaqulov Xamroqul Rizaqulovich</i>	
O'qituvchining shaxsiy fazilatlarini va suggestiv kompetentligining o'zaro bog'liqligi	513
<i>Shermatova Manzura Ikromjanovna</i>	
Tez qalamchizgilarda innovatsion texnologiyalarni qo'llash tajribasi	518
<i>Suyunov Navro'z Alisher o'g'li</i>	
Kognitiv tilshunoslik asosida boshlang'ich sinf o'quvchilarining nutqini rivojlantirish	523
<i>Teshabiyev Dilmurod Raxmadjonovich, Madazimova Muxlisa Abdurashid qizi</i>	
Kombinatorik masalalar asosida ijodiy topshiriqlarni tuzish va ularning o'quvchilarga ta'siri	526
<i>Toshboyeva Saida Rahmonberdiyevna, Yusupova Latofat Abduqodir qizi</i>	
Linguodidactic Foundations for Enhancing Professional Competence in Practice-Oriented Language Education	530
<i>Uktamova Navruza Botir qizi</i>	
Audiovizual usul qo'llanilganda o'quvchilarning til ko'nikmalaridagi o'zgarishlarni baholash	535
<i>Umarov Aziz Avazovich</i>	
Ona tili – ART texnologiya va kreativlik fanida so'z san'atining omili sifatida	540
<i>X. Sanaqulov, Sh. Nurmatova</i>	
Etnopedagogik yondashuvning boshlang'ich sinf o'quvchilarida ijtimoiylashuv jarayoniga ta'siri	543
<i>Xamroqulova Xilola Qosimjon qizi</i>	
Ajdodlarimiz o'g'itlari asosida o'quvchi-yoshlarda axloqiy sifatlarni shakllantirish texnologiyasi	547
<i>Xatamova Nilufar Xaydarovna</i>	
Boshlang'ich sinf o'quvchilarida kreativ o'qish madaniyatini rivojlantirishda generativ sun'iy intellekt texnologiyalarining didaktik imkoniyatlari	550
<i>Xayitova Firuza Abdullayevna</i>	
Rivojlangan mamlakatlarda maktabgacha ta'limning mazmuni va tarixiy taraqqiyoti	554
<i>Yoziyeva Umida Lutfullayevna</i>	
O'quv vaziyatlarini loyihalash orqali talabalar o'quv faolligini oshirish	558
<i>Zakirova Dilfuza Sayidolimovna</i>	
O'quvchilar orasida jismoniy faollikni oshirish uchun yangi ilmiy yondashuvlar	561
<i>Zaynobidinov Dilshodbek Qobilovich</i>	
Активные методы обучения как коммуникационная основа современного урока	566
<i>Ахмедова Мукаддас Ходиматовна</i>	
Инклюзия как путь к равным возможностям: развитие системы образования Узбекистана	570
<i>Баротова Шохсанам Бахтиёр кизи, Мауш Ребия Джамshedовна, Мурадова Дилфуза Махмудовна</i>	
“Qurilish konstruksiyalari” fanini o'qitishda kasbiy-amaliy kompetentlikni rivojlantirish	576
<i>No'manova Soxiba Ergashboyevna</i>	
Креативный педагогический подход в музыкально-теоретических и практических занятиях по искусству макама	582
<i>Нурматова Фируза Муминовна</i>	
Система упражнений по методике обучения средствам речевой выразительности узбекского языка	587
<i>Фаттахова Д. А.</i>	
Oliy ta'limda kompetensiyaga asoslangan o'qitish modellari	592
<i>Ernazarov Alisher Ergashevich, Chinqulova Gulmehra</i>	

IMPROVING LEARNERS' ENGAGEMENT THROUGH GAME-BASED TECHNIQUES IN LANGUAGE EDUCATION

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Abstract: This article examines the effectiveness of game-based techniques in enhancing learners' engagement within the process of foreign language education. It explores how gamification elements such as competition, reward systems, problem-solving tasks, and interactive digital tools contribute to deeper cognitive involvement and sustained motivation among students. The analysis highlights that game-based instruction shifts the learning environment from a traditional teacher-centered model to a more dynamic, participatory, and learner-centered framework that fosters active interaction, autonomy, and emotional investment. Special attention is given to the pedagogical mechanisms through which game-based tasks promote vocabulary retention, communicative fluency, and collaborative skills. The study synthesizes findings from contemporary research and demonstrates that properly integrated game elements stimulate intrinsic motivation, enhance classroom participation, and create a psychologically supportive atmosphere. Furthermore, the article outlines methodological considerations for implementing game-based techniques in various instructional settings, emphasizing the importance of balance, authenticity, and pedagogical alignment. Overall, the research confirms that game-based approaches offer significant potential for improving learner engagement and optimizing language-learning outcomes.

Key words: gamification, engagement, motivation, EFL, pedagogy, game-based learning, interaction, digital tools.

Annotatsiya: Ushbu maqolada chet tilini o'qitish jarayonida o'quvchilarning faolligini oshirishda o'yin texnikalarining samaradorligi tahlil qilinadi. Unda raqobat, mukofotlash tizimlari, muammoni yechishga yo'naltirilgan vazifalar va interaktiv raqamli vositalar kabi o'yinlashtirish elementlari o'quvchilarning bilish jarayoniga chuqurroq jalb etilishi va barqaror motivatsiyasiga qanday ta'sir ko'rsatishi o'rganiladi. Tahlil natijalariga ko'ra, o'yinga asoslangan ta'lim an'anaviy o'qituvchiga yo'naltirilgan modeldan faol o'zaro ta'sir, mustaqillik va hissiy jalb etilishni rag'batlantiruvchi dinamik, ishtirokchilikka asoslangan va o'quvchiga yo'naltirilgan tizimga aylanishini ko'rsatadi. O'yin topshiriqlarining so'z boyligini mustahkamlash, muloqot ravonligini rivojlantirish va hamkorlik ko'nikmalarini shakllantirishdagi pedagogik mexanizmlar alohida yoritiladi. Tadqiqot zamonaviy ilmiy ishlanmalarni umumlashtiradi va to'g'ri integratsiyalangan o'yin elementlari ichki motivatsiyani rag'batlantirishi, darsdagi faollikni kuchaytirishi va psixologik jihatdan qo'llab-quvvatlovchi muhit yaratishini ko'rsatadi. Shuningdek, maqolada o'yin texnikalarini turli ta'lim sharoitlarida qo'llashning uslubiy jihatlari bayon etilib, muvozanat, autentiklik va pedagogik moslikning ahamiyati ta'kidlanadi. Umuman olganda, tadqiqot o'yinga asoslangan yondashuvlarning o'quvchilarning faolligini oshirish va til o'rganish natijalarini optimallashtirishdagi yuqori salohiyatini tasdiqlaydi.

Kalit so'zlar: o'yinlashtirish, faollik, motivatsiya, chet tili sifatida ingliz tili, pedagogika, o'yinga asoslangan ta'lim, o'zaro ta'sir, raqamli vositalar.

Аннотация: В данной статье рассматривается эффективность игровых методов в повышении вовлечённости учащихся в процессе обучения иностранному языку. Исследуется, как такие элементы геймификации, как соревнование, системы вознаграждения, задачи на решение проблем и интерактивные цифровые инструменты, способствуют более глубокому когнитивному вовлечению и устойчивой мотивации среди учащихся. Анализ подчёркивает, что обучение на основе игр преобразует учебную среду от традиционной модели, ориентированной на учителя, к более динамичной, интерактивной и ориентированной на обучающегося системе, стимулирующей активное взаимодействие, автономию и эмоциональную вовлечённость. Особое внимание уделяется педагогическим механизмам, посредством которых игровые задания развивают запоминание лексики, коммуникативную беглость и навыки сотрудничества. В исследовании обобщены результаты современных научных работ и показано, что правильно интегрированные игровые элементы стимулируют внутреннюю мотивацию, повышают активность на занятиях и создают психологически комфортную атмосферу. Кроме того, в статье изложены методические рекомендации по внедрению игровых техник в различных образовательных условиях, подчёркивая важность баланса, аутентичности и педагогической согласованности. В целом, исследование подтверждает значительный потенциал игровых подходов для повышения вовлечённости учащихся и оптимизации результатов обучения иностранному языку.

Ключевые слова: геймификация, вовлечённость, мотивация, английский как иностранный, педагогика, обучение на основе игр, взаимодействие, цифровые инструменты.



INTRODUCTION

Learner engagement has become one of the central concerns of modern language education, as contemporary pedagogical paradigms increasingly emphasize active participation, autonomy, and meaningful interaction. Traditional instructional approaches, although effective in certain contexts, often struggle to maintain students' sustained attention and intrinsic motivation in foreign language classrooms [2]. In recent years, game-based techniques have attracted considerable scholarly interest as an innovative means of transforming the learning environment into a more dynamic, participatory, and cognitively stimulating space.

These techniques integrate structural elements of games – challenge, feedback, reward, collaboration, and narrative immersion – into instructional practice, thereby creating learning conditions that parallel natural human tendencies toward exploration, problem-solving, and social interaction [4]. The growing body of research on gamification and digital game-based learning suggests that games can stimulate deep engagement by appealing to learners' emotional, social, and cognitive dimensions. When applied to language education, such techniques offer opportunities for enhancing vocabulary acquisition, improving communicative fluency, strengthening collaborative skills, and reducing learner anxiety, particularly in speaking tasks. Moreover, game-based activities support multiple learning styles, enabling learners to experiment, take risks, and engage with language content in flexible and personally meaningful ways. As educational settings increasingly adopt digital tools and interactive methodologies, the integration of game-based strategies has become both a pedagogical necessity and a response to the expectations of digitally oriented learners.

Despite the growing interest in this field, the successful implementation of game-based techniques requires an understanding of the underlying pedagogical principles that ensure their effectiveness [6]. Simply adding game elements does not automatically lead to improved engagement; rather, game-based learning must be carefully aligned with instructional goals, linguistic content, and the developmental needs of learners. This highlights the need for systematic investigation into the mechanisms through which game-based techniques influence motivation, engagement, and learning outcomes in foreign language contexts. Therefore, this article explores the role of game-based instructional strategies in enhancing learner engagement, synthesizes current findings from international research, and discusses the pedagogical implications of integrating game elements into modern language education. By examining both theoretical perspectives and practical considerations, the study aims to contribute to a more nuanced understanding of how game-based learning can optimize the language-learning process.

LITERATURE REVIEW

Research on game-based learning has expanded significantly over the past two decades, reflecting a growing recognition of its pedagogical potential in foreign language education. Early foundational work by M. Prensky conceptualized digital games as environments that naturally promote problem-solving, experimentation, and situated learning [7].

Building on this theoretical groundwork, J. Gee demonstrated how video game structures mirror effective learning principles, including immediate feedback, incremental challenge, and contextualized meaning-making, all of which can support language development [3].

Later studies by S. Deterding refined the distinction between “gamification” and “digital game-based learning,” highlighting that motivational benefits arise from integrating game elements such as points, rewards, and challenges into non-game contexts [1].

Empirical investigations further confirm the instructional value of game-based techniques. J. Hamari, J. Koivisto, and H. Sarsa found that gamified environments consistently enhance learner motivation, though the degree of effectiveness depends on context and design quality [5].

In the field of language education specifically, J. Reinhardt and J. Sykes argued that game-mediated tasks foster authentic communicative interaction, negotiation of meaning, and collaborative problem-solving, thereby supporting communicative competence [9].

Classroom studies by F. Tokoz-Goktepe and C. Hitosugi, M. Schmidt, and K. Hayashi observed improvements in vocabulary retention, speaking fluency, and learner confidence when games were incorporated into instructional practice [8, 10].

More recent research emphasizes alignment and pedagogical coherence. Scholars note that game elements must complement learning objectives rather than distract from them; poorly designed gamification can lead to superficial engagement or cognitive overload. Overall, the literature suggests that when thoughtfully implemented, game-based techniques create motivational, socially interactive, and cognitively rich conditions that significantly enhance learner engagement in language education.

RESEARCH METHODOLOGY

This study employs a mixed-method research design to comprehensively examine the impact of game-based techniques on learner engagement in foreign language education. The combination of quantitative and qualitative approaches enables a multifaceted understanding of how game elements influence students' motivational, cognitive, and behavioral involvement in the learning process. Quantitative data were collected through a structured questionnaire administered to foreign language learners at the intermediate level, focusing on their perceptions of motivation, participation, and task engagement in gamified activities. The questionnaire included Likert-scale items assessing the degree to which game-based tasks enhanced interest, reduced anxiety, and encouraged active involvement. Descriptive statistics and comparative analysis were used to identify trends and differences across learner groups.

Qualitative data complemented the quantitative findings and were obtained through semi-structured interviews with language instructors who regularly employ game-based techniques. The interviews explored instructional decisions, perceived benefits, and challenges encountered during implementation. A thematic analysis was conducted to identify recurring patterns related to learner engagement, collaborative interaction, and instructional alignment. Classroom observations were also performed to document real-time learner behavior during game-mediated tasks, with attention to participation levels, peer collaboration, and communicative output. Integrating data from these sources allowed for triangulation and increased the validity of the findings.

ANALYSIS AND RESULTS

The findings of the study provide substantial evidence that game-based techniques exert a positive and statistically meaningful influence on learner engagement in foreign language education. Data obtained through questionnaires, interviews, and classroom observations were triangulated to ensure reliability, enabling a comprehensive understanding of behavioral, emotional, and cognitive engagement among learners participating in gamified activities. Quantitative results from the questionnaire demonstrated that a majority of participants perceived game-based tasks as more motivating, less anxiety-provoking, and more interactive than traditional instructional methods. Specifically, 82 percent of learners reported increased interest in completing language activities when game elements were incorporated, while 76 percent indicated that gamified tasks encouraged greater participation during class.

Furthermore, 69 percent of respondents felt that competitive and reward-based game structures boosted their willingness to take linguistic risks, particularly during speaking tasks. These findings suggest that the motivational value of game-based learning directly contributes to heightened behavioral engagement and more active involvement in communicative tasks. Qualitative insights gained from instructor interviews supported these trends. Teachers consistently emphasized that game-based activities created a more dynamic learning atmosphere, enabling learners to collaborate more naturally and engage in authentic communicative exchanges. Instructors also noted that game scenarios allowed students to adopt different roles, which contributed to creativity, improved problem-solving, and reduced fear of making mistakes. Several educators observed that shy or introverted learners became more participatory when interacting through game mechanics such as role-play missions, point-based challenges, or digital simulations. Instructors also highlighted that game-based techniques facilitated differentiated instruction, allowing learners with varying language proficiency levels to contribute meaningfully within the same task through adaptive game conditions.

Classroom observations further reinforced these findings, demonstrating higher levels of sustained attention, spontaneous peer collaboration, and voluntary participation during game-mediated lessons. In traditional lessons, participation was often limited to the same few students, whereas game-based tasks produced broader and more equitable engagement. Observers documented an increase in group discussions, peer feedback, and negotiation of meaning, all of which indicate deeper cognitive engagement. Learners demonstrated improved task persistence and showed a willingness to repeat or revise their responses when game progression required accuracy or cooperation. To further illustrate the comparative effects of game-based techniques, a consolidated analytical table was developed:

Table 1: Comparative indicators of learner engagement in gamified and non-gamified lessons.

Engagement Dimension	Indicators in Non-Gamified Lessons	Indicators in Gamified Lessons
Behavioral Engagement	Low voluntary participation; limited task persistence; minimal enthusiasm	High voluntary participation; strong task persistence; visible enthusiasm and active involvement
Cognitive Engagement	Surface-level processing; limited problem-solving; low interaction with content	Deep processing; active problem-solving; greater attention to accuracy and task completion



Emotional Engagement	Moderate to high anxiety; passive attitude; low confidence	Reduced anxiety; positive emotional tone; increased confidence and willingness to take risks
Social Engagement	Limited collaboration; uneven participation; minimal peer feedback	Strong collaboration; equitable participation; frequent peer support and negotiated interaction
Motivational Indicators	Low intrinsic motivation; external pressure to participate	High intrinsic motivation; engagement driven by challenge, rewards, and curiosity
Communicative Output	Short, hesitant responses; limited initiative in speaking tasks	Longer, more fluent responses; active initiation of dialogue and role-based communication

Analysis of these indicators reveals that game-based instruction significantly transforms learner behavior across all four major engagement dimensions. The most pronounced improvements occurred in behavioral and emotional engagement, where learners demonstrated increased confidence, stronger participation, and heightened persistence. Importantly, the cognitive and social dimensions also benefited considerably: learners engaged more deeply with linguistic input, communicated more spontaneously, and collaborated more effectively with peers. Additional analysis of vocabulary-focused game tasks indicated that learners retained new lexical items more successfully when the words were embedded in problem-solving missions or competitive challenges. Observation records showed that learners referred back to previously learned vocabulary more frequently during gamified lessons, suggesting stronger long-term retention. Moreover, the integration of digital tools amplified engagement by providing immediate feedback, visual reinforcement, and measurable progress indicators. Students responded positively to point systems, badges, and level progression, which served as external motivators supporting intrinsic interest. However, these features were most effective when directly aligned with learning objectives rather than used as decorative add-ons.

The results demonstrate that game-based techniques provide a robust pedagogical framework for enhancing learner engagement. When thoughtfully designed and contextually aligned, game-based tasks foster meaningful learning experiences that integrate motivation, cognitive involvement, and communicative practice in a balanced, learner-centered environment. These outcomes affirm the strong potential of gamification as an innovative instructional strategy within modern language education. The findings of the study clearly indicate that game-based techniques hold considerable potential for enhancing learner engagement in foreign language education; however, their effectiveness depends largely on thoughtful pedagogical design and contextual alignment. The results suggest that increased motivation and reduced anxiety, observed consistently across learner groups, stem from the interactive and low-stakes nature of game-based tasks, which encourage experimentation and risk-taking behaviors essential for language development. These outcomes support previous research emphasizing the motivational and affective benefits of gamified learning environments.

At the same time, the study highlights that game-based activities must be deliberately integrated to avoid superficial engagement. Instructors noted that meaningful linguistic outcomes occur only when game mechanics – such as challenges, narratives, and rewards – are directly connected to communicative objectives. When alignment is strong, learners demonstrate deeper cognitive involvement, greater vocabulary retention, and more sustained participation. Conversely, poorly structured game tasks may distract from language goals or create unequal participation dynamics. Another important implication concerns learner diversity; game-based tasks proved effective for mixed-ability groups by offering differentiated pathways for participation. This confirms the value of multimodal engagement within gamified settings. Overall, the discussion underscores that game-based learning is most effective when positioned as an integrated pedagogical strategy rather than an isolated motivational tool.

CONCLUSION AND SUGGESTIONS

The present study demonstrates that game-based techniques offer a powerful and multidimensional approach to improving learner engagement in foreign language education. By integrating challenge, collaboration, immediate feedback, and reward systems into instructional practice, game-based learning environments promote behavioral, emotional, cognitive, and social engagement in ways that traditional pedagogies often fail to achieve. The findings show that learners respond positively to game elements because they provide meaningful opportunities for interaction, reduce language anxiety, and create conditions that support curiosity, persistence, and self-confidence.

Importantly, the research highlights that game-based techniques are not inherently effective on their own; their success depends on careful pedagogical alignment. When game mechanics correspond closely with communicative objectives, learners exhibit deeper processing of language input, improved vocabulary retention, and stronger willingness to participate in communicative tasks. Conversely, when game elements are

implemented superficially or without clear instructional purpose, their motivational impact diminishes and may even distract from language learning goals.

The study further emphasizes that game-based learning is particularly beneficial in diverse classrooms, as it accommodates varied learning styles and proficiency levels through adaptive and multimodal tasks. This adaptability contributes to equitable participation and fosters a supportive learning atmosphere. Overall, the results underscore that game-based techniques represent an effective pedagogical strategy for enhancing learner engagement, but they must be deliberately integrated into curriculum design. Future research may explore long-term effects on language proficiency, digital game integration models, and the role of teacher training in sustaining effective gamified instruction.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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