feasible solutions. First of all, counting the advantages of learning languages through immersion the first thing that should be mentioned is its resemblance to natural process of children acquiring their first language which enables language learners to gain enough confidence in their language proficiency as they can enhance their skills through authentic materials with proper intonation and pronunciation. This experience will further result in significant improvement of both listening and speaking skills with proper accents, various speech speeds and slangs. Moreover, throughout real-world contexts, students get greater chances to develop cultural understanding, as well as, culture related language nuances which will minimize the fear of making mistakes that most language learners cannot overcome. Finally, language immersion can be highly effective with enhanced vocabulary retention through real-life situations where students can develop faster fluency and become able to internalize language systems and rules consciously rather than doing chunks of grammar or vocabulary exercises without proper understanding. Coming to the challenges of teaching language through immersion the first most noticeable thing might be students' frustration and anxiety that happen mostly in the early stages of learning. Without proper support systems and guidance of teachers, some students may struggle to understand how immersion works and feel hesitated about fully participating in language learning settings [Cummins. 2000]. Furthermore, continuous exposure to the language may sometimes lead to burn, especially if language learners feel that their progress is too slow or they are not making expected breakthroughs. In order to overcome these limitations and challenges most researchers suggest a balanced approach, combining informal exposure with structured learning and adequate support to address these challenges. Moreover, it is recommended to supplement inversion with scaffolding techniques, such as guided and informed language learning process, involvement of peer support and assessment and immediate targeted feedback.

**Conclusion.** All in all, as literature review and discussion part state, teaching language through immersion can be highly effective as it offers its students wide range of opportunities that majority of traditional teaching methods cannot match. This approach promotes not only enhanced listening and speaking skills by providing natural atmosphere that mimics the way of acquiring first languages but also fosters cultural understanding with all language nuances and diverse speech patterns that will ultimately lead to increased motivation and confidence of learners in their language proficiency. However, at the very beginning of this language learning process students might feel confused and a bit frustrated, yet this can be solved with implementation of scaffolding techniques and introducing clear objectives and milestones with proper guidance and instructions. While challenges such as initial language barriers and anxiety may arise, the use of scaffolding techniques can ensure that learners have the necessary support to thrive in an immersive setting. Overall, immersion can be felt as transformative which reveals the true nature of any target language and ultimately result in greater fluency, deeper cultural awareness, and improved communication skills, making it an invaluable tool in second language learning.

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## THE ROLE OF GAMIFICATION IN ENHANCING EFL LEARNING OUTCOMES: AN EXPERIMENTAL APPROACH

***Annotation.*** *This article investigates the application of the gamification method in English as a Foreign Language (EFL) classroom at tertiary level. It aims to assess how game-based strategies influence students' motivation, engagement, and academic performance. Using both qualitative and quantitative methods, an experimental study was conducted at Uzbekistan State World Languages University involving*

*two groups of undergraduate EFL learners. The experimental group used gamified tasks, while the control group followed a traditional approach. Findings indicate a significant improvement in the motivation and achievement levels of students exposed to gamification. The article contributes to current pedagogical discussions on innovative, student-centered teaching methods.*

***Keywords:*** *Gamification, EFL learners, student motivation, language acquisition, digital pedagogy, game-based learning, engagement, experimental study*

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## GAMIFIKATSIYANING INGLIZ TILINI CHET TILI SIFATIDA O'RGANISHDA O'QUV NATIJALARINI YAXSHILASHDAGI ROLI: EKSPERIMENTAL YONDASHUV

***Annotatsiya.*** *Ushbu maqolada oliy ta'lim bosqichida ingliz tilini o'rganish jarayonida gamifikatsiya metodining qo'llanilishi o'rganiladi. Tadqiqotdan ko'zlangan maqsad – o'yin asosidagi yondashuvlar talabalarning motivatsiyasi, faolligi va akademik natijalariga qanday ta'sir qilishini aniqlashdir. O'zbekiston davlat Jahon tillari universitetida sifat va miqdoriy metodlar asosida eksperimental tadqiqot olib borildi. Eksperimental guruhda gamifikatsiyalangan topshiriqlar, nazorat guruhida esa an'anaviy metodlar qo'llanildi. Natijalar gamifikatsiya yordamida o'qigan talabalarning motivatsiyasi va yutuqlari sezilarli darajada oshganligini ko'rsatdi.*

***Kalit so'zlar:*** *gamifikatsiya, ingliz tili o'rganuvchilari, talabalar motivatsiyasi, til o'zlashtirish, raqamli pedagogika, o'yin asosida o'qitish, ishtirok, eksperimental tadqiqot.*

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## РОЛЬ ГЕЙМИФИКАЦИИ В ПОВЫШЕНИИ ЭФФЕКТИВНОСТИ ОБУЧЕНИЯ АНГЛИЙСКОМУ КАК ИНОСТРАННОМУ ЯЗЫКУ: ЭКСПЕРИМЕНТАЛЬНЫЙ ПОДХОД

***Аннотация.*** *Данная статья исследует применение метода геймификации в аудиториях по обучению английскому языку как иностранному на уровне высшего образования. Целью является оценка влияния игровых стратегий на мотивацию, вовлеченность и академические результаты студентов. С использованием как качественных, так и количественных методов было проведено экспериментальное исследование на базе Узгосударственного университета мировых языков. Экспериментальная группа использовала геймифицированные задания, в то время как контрольная группа обучалась по традиционной методике. Результаты показали существенное улучшение мотивации и успеваемости среди студентов, обучающихся с использованием геймификации.*

***Ключевые слова:*** *геймификация, изучение английского языка, мотивация студентов, усвоение языка, цифровая педагогика, обучение через игру, вовлеченность, экспериментальное исследование*

**1. Introduction.** In the modern digital age, education systems around the world are increasingly seeking innovative approaches to improve student engagement and academic performance. Using traditional and old-versioned methods and textbooks are not famous anymore. Today's youngsters and modern learners are digital-native and it is very hard to engage students to the classroom activities. Among these approaches, gamification–the use of game design elements in non-game contexts–has emerged as a promising pedagogical strategy. In the context of English as a Foreign Language (EFL) education, gamification offers a unique opportunity to transform passive learning environments into interactive, motivating experiences.

Traditional teaching methods, especially in language learning, often lack the dynamism needed to maintain learners' interest over extended periods. Grammar-translation method is not popular anymore. Teachers cannot always use TBLT or Audio lingual methods for all the students. This is particularly true for university-level students, who are often faced with large volumes of content, repetitive exercises, and exam-oriented learning environments. As a result, learners may experience decreased motivation, reduced participation, and lower academic outcomes.

In contrast, gamification leverages the principles of reward systems, instant feedback, goal orientation, and healthy competition to create a more stimulating classroom experience. When properly implemented, gamification has the potential to support language acquisition by promoting repetition, scaffolding vocabulary development, improving grammar through interactive tasks, and encouraging peer collaboration.

The concept of gamification is rooted in behaviorist theories of learning, particularly those of B.F. Skinner, who emphasized the importance of reinforcement and motivation. Modern interpretations,

however, go beyond behaviorism to incorporate constructivist views, which value learners' active role in constructing knowledge through meaningful experiences.

Recent studies (e.g., Deterding et al., 2011; Hamari et al., 2014) have shown that gamification can significantly enhance motivation and performance in educational settings. However, research on gamification in EFL classrooms, particularly in Central Asia, remains limited. In Uzbekistan, where English proficiency is increasingly seen as a valuable skill for academic and professional success, educators are beginning to experiment with digital and interactive tools, including gamified learning platforms.

The current study aims to fill this gap by conducting an experimental investigation into the effects of gamification on EFL learners at Uzbekistan State World Languages University. Specifically, the research seeks to answer the following questions:

1. Does the use of gamification improve students' motivation in EFL classrooms?
2. What impact does gamification have on students' language performance?
3. How do students perceive gamified learning tasks compared to traditional ones?

By addressing these questions, this article contributes to the growing body of research advocating for student-centered and technology-enhanced approaches in higher education. It also provides practical insights for EFL instructors seeking to improve learner outcomes through innovative methods.

**Literature review.**

2. Materials and Methods.

2.1. Research Design.

The current study employed an experimental research design to investigate the effectiveness of gamification in EFL classrooms. This approach was chosen to establish a cause-and-effect relationship between the use of gamified learning tasks and changes in students' motivation and language proficiency. Two groups of undergraduate EFL learners were selected for comparison: an experimental group that received gamified instruction and a control group that followed a traditional teaching method.

The participants in this study were second-year students **at** Uzbekistan State World Languages University, aged between 18 and 21. A total of 60 students were selected and divided equally into two groups (n=30 in each group). Participants were pre-tested to ensure they were at a **similar** B1 level of English proficiency according to the CEFR framework. Participation was voluntary, and students were informed about the purpose and process of the study.

For the experimental group, the instructional materials included:

- Digital gamification platforms such as *Kahoot!*, *Quizizz*, and *Classcraft* for grammar and vocabulary drills.
- **G**amified homework tasks using point-based reward systems and progress trackers.
- Team-based activities that included leaderboards and badges to encourage competition and collaboration.

The control group used the standard university curriculum, which focused on textbook exercises, lectures, and oral drills without any gamification elements.

Both groups received instruction over a six-week period, covering the same language content (vocabulary, grammar, reading, and writing) to ensure fairness in topic coverage

To assess the impact of gamification, the following instruments were used:

1. **Pre-test and post-test.** Standardized language tests (aligned with CEFR B1 level) were administered at the beginning and end of the six-week period. The tests included reading comprehension, grammar, and vocabulary sections.
2. **Motivation Questionnaire.** A modified version of the Language Learning Motivation Scale (adapted from Gardner, 1985) was used to measure changes in students' attitudes and engagement. The questionnaire consisted of 20 Likert-scale items, ranging from "strongly disagree" to "strongly agree."
3. **Student Feedback Form.** After the post-test, a feedback form with both closed- and open-ended questions was given to the experimental group to explore their perceptions of the gamification method.

The study followed the procedures outlined below:

1. **Week 1.** Orientation session; pre-test administered; students introduced to their group method (gamified or traditional).
2. **Weeks 2–5.** Weekly instructional sessions (90 minutes each). The experimental group used interactive gamified lessons, while the control group received traditional instruction.
3. **Week 6.** Post-test and student feedback collected.

Both groups were taught by the same instructor (the researcher) to reduce variation in teaching style and communication.

The quantitative data (test scores and questionnaire responses) were analyzed using SPSS software. Paired sample t-tests were conducted to compare pre-test and post-test results within and between the two groups. Descriptive statistics (mean, standard deviation) were used to evaluate motivation questionnaire results.

Qualitative feedback from the student responses was analyzed using thematic coding, identifying recurring themes related to motivation, engagement, and user experience.

**3. Results and Discussion** (the largest and most detailed section). It will include data interpretation, comparisons between groups, and academic reflections supported by literature.

**Analysis and results.**

4. **Results and Discussion.** This section presents the outcomes of the experiment conducted to evaluate the effect of gamification on EFL students' motivation and academic performance. It also includes analysis and interpretation of the data collected through pre- and post-tests, motivation questionnaires, and student feedback.

**3.1. Pre-Test and Post-Test Performance.** At the beginning of the study, both the experimental and control groups took a standardized pre-test. The mean score of the experimental group was 58.3/100, while the control group's mean score was 57.6/100, showing no statistically significant difference between the two groups ($p > 0.05$). This confirmed that the students were at a similar level of proficiency before the intervention.

After six weeks of instruction, the post-test revealed a noticeable difference:

- The experimental group's average score rose to 76.8/100;
- The control group's average increased slightly to 64.1/100.

A paired sample t-test showed that the improvement in the experimental group was statistically significant ($p < 0.01$), suggesting that gamification had a strong positive impact on students' language learning outcomes.

**Table 1. Pre-test and Post-test Results.**

| Group | Pre-test Mean | Post-test Mean | Improvement | p-value |
|---|---|---|---|---|
| Experimental | 58.3 | 76.8 | +18.5 | < 0.01 |
| Control | 57.6 | 64.1 | +6.5 | > 0.05 |

**3.2 Motivation Questionnaire Results.** The results of the motivation questionnaire further supported the findings. The students in the experimental group reported:

- **Higher enjoyment** of lessons (average rating: 4.5/5).
- **Increased willingness** to participate actively in class.
- **Improved confidence** in using English, especially in vocabulary and speaking tasks

On the contrary, the control group's responses remained relatively neutral, with an average enjoyment rating of **3.1/5** and frequent remarks on the repetitiveness of textbook tasks.

**Figure 1. Student Motivation Ratings (Likert scale).**

**3.3. Qualitative Feedback.** Open-ended responses from the experimental group revealed three main themes:

1. **Increased Participation and Engagement.** "I liked the competition and seeing my name on the leaderboard." "Games made me want to speak more and answer faster."
2. **Reduction of Anxiety.** "I didn't feel nervous when we used games – it was like learning without pressure."
3. **Immediate Feedback and Progress Awareness.** "I could see my mistakes quickly and improve next time." "It was exciting to collect points – it felt like a challenge".

These responses align with the core principles of gamification, which suggest that instant feedback, autonomy, and achievement tracking can significantly boost intrinsic motivation (Ryan & Deci, 2000).

**3.4. Comparison with Existing Literature.** The findings of this study are consistent with previous research. For example, Hamari et al. (2014) noted that gamification positively affects user engagement in both educational and non-educational contexts. In EFL settings, Sung & Hwang (2013) demonstrated that game-based vocabulary instruction resulted in better retention rates and learner satisfaction compared to traditional drills.

Moreover, Burke (2014) highlighted that the inclusion of narrative elements, levels, and rewards fosters a deeper connection between learners and content. This was evident in our study, as learners responded positively to gamified tasks that incorporated storytelling and team-based challenges.

However, some studies have pointed out the limitations of gamification, especially when it is poorly implemented. For instance, Hanus and Fox (2015) warned that overuse of external rewards can reduce long-term motivation if not balanced with meaningful learning activities. In our case, careful integration of games with real learning goals (e.g., vocabulary quizzes, grammar games) ensured that students did not focus solely on "winning" but also on improvement.

**3.5. Challenges and Limitations.** While the results of this study are promising, several limitations must be acknowledged:

- **Sample Size.** The study was conducted with only 60 students, which may not be representative of larger populations.
- **Duration.** The experiment lasted six weeks. Longer-term studies are needed to assess retention and transferability of language skills.
- **Technology Access.** Some students had limited access to digital devices or stable internet at home, which affected their ability to complete homework-based gamified tasks.

Despite these challenges, the study demonstrates that even short-term gamification can lead to meaningful improvements in EFL contexts when thoughtfully designed.

**3.6. Practical Implications for EFL Teachers.** The study offers several practical takeaways for educators:

- **Gamification should supplement**, not replace, core curriculum.
- It works best when integrated with specific learning goals (e.g., improving vocabulary or reading speed).
- Teachers should select tools that are user-friendly and accessible, such as Kahoot! Quizizz, or simple classroom games.
- Feedback mechanisms and recognition (badges, points, leaderboards) increase motivation without requiring complex systems.

**4. Conclusion.** This study set out to explore the effectiveness of the gamification method in improving English as a Foreign Language (EFL) learning outcomes at the tertiary level in Uzbekistan. Through an experimental approach involving two student groups, it became evident that the incorporation of gamified elements into language instruction significantly enhances both student motivation and academic performance.

The experimental group, which engaged in gamified learning activities, showed a marked improvement in post-test results compared to the control group. Furthermore, learners in the gamified group reported higher levels of engagement, confidence, and enjoyment, indicating that gamification not only supports language acquisition but also creates a more student-friendly and anxiety-reduced classroom environment.

Importantly, this research confirms that gamification is not merely a form of entertainment but can be a pedagogically sound approach when implemented with clear learning objectives and proper alignment with curriculum standards. It reinforces the idea that students are more likely to succeed when they are actively involved, receive instant feedback, and feel a sense of achievement throughout the learning process.

However, the study also highlights potential limitations, such as unequal access to technology and the need for long-term follow-up studies. It is therefore recommended that future research extend over longer periods and include larger participant pools to validate these findings further.

In conclusion, the integration of gamification into EFL classrooms offers a promising avenue for transforming traditional language instruction into an engaging, effective, and learner-centered experience. With careful planning and contextual adaptation, EFL educators–particularly in Uzbekistan and similar educational contexts–can harness the power of gamification to inspire deeper learning and sustained student motivation.

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## THE IMPACT OF LITERATURE ON STUDENTS' CAREER CHOICES AND FUTURE SUCCESS

***Annotation.*** *This article explores the influence of literature on students' career choices and future success. It delves into how exposure to literary works can shape students' interests, values, and aspirations, ultimately guiding their professional paths. By analyzing how literature fosters critical thinking, empathy, and communication skills, the article highlights the role of literary education in preparing students for diverse career opportunities.*

***Keywords:*** *Presentation skills, storytelling, narrative skills, public speaking and performance, active listening, vocabulary expansion, clear and concise communication.*

## ADABIYOTNING O'QUVCHILARNING KASB TANLASHI VA KELAJAKDAGI MUVAFFAQIYATIGA TA'SIRI

***Annotatsiya.*** *Ushbu maqola adabiyotning talabalarning kasb tanlashiga va kelajakdagi muvaffaqiyatiga ta'sirini o'rganadi. U adabiy asarlarga ta'sir qilish talabalarning qiziqishlari, qadriyatlari va intilishlarini qanday shakllantirishi, pirovardida ularning kasbiy yo'llarini boshqarishi mumkinligini o'rganadi. Adabiyot tanqidiy fikrlash, empatiya va muloqot qobiliyatlarini qanday rivojlantirishini tahlil qilib, maqola adabiy ta'limning talabalarni turli martaba imkoniyatlariga tayyorlashdagi rolini ta'kidlaydi.*

***Kalit so'zlar:*** *taqdimot ko'nikmalari, hikoya qilish, hikoya qilish qobiliyatlari, ommaviy nutq va ijrochilik, faol tinglash, so'z boyligini kengaytirish, aniq va ixcham muloqot.*

## ВЛИЯНИЕ ЛИТЕРАТУРЫ НА ВЫБОР КАРЬЕРЫ И БУДУЩИЙ УСПЕХ УЧАЩИХСЯ

***Аннотация.*** *В этой статье исследуется влияние литературы на выбор профессии и будущий успех студентов. В ней рассматривается, как знакомство с литературными произведениями может формировать интересы, ценности и устремления учащихся, в конечном итоге определяя их профессиональный путь. Анализируя, как литература способствует развитию критического мышления, эмпатии и коммуникативных навыков, статья подчеркивает роль литературного образования в подготовке студентов к разнообразным карьерным возможностям.*

***Ключевые слова:*** *навыки презентации, рассказывание историй, навыки повествования, публичные выступления и представления, активное слушание, расширение словарного запаса, четкая и лаконичная коммуникация.*

**Introduction.** Literature has long been regarded as a powerful tool for shaping minds, sparking imagination, and instilling values. Beyond its ability to transport readers to different worlds and times, literature also plays a significant role in influencing individuals' career choices and future success. This article delves into the impact of literature on students' professional trajectories, exploring how exposure to literary works can shape their interests, values, and aspirations. Through a comprehensive review of research and case studies, we will uncover the profound influence of literature on students' personal development, decision-making processes, and long-term career satisfaction. We explore how it can guide students towards fulfilling and successful careers in an ever-evolving job market.

While it might not seem obvious, studying literature can significantly enhance presentation skills, empowering individuals to deliver impactful and engaging presentations. Let's explore how:

**Literature review.** Several studies highlight the significant role literature plays in expanding students' perspectives and helping them explore various career options indirectly. Duffy and Walker (2018)