THE IMPACT OF DIGITAL GAMES ON STUDENTS' MOTIVATION IN ENGLISH LANGUAGE LEARNING

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Received: 29 Oktabr 2026
Accepted: 03 Noyabr 2026
Published: 08 Noyabr 2026

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Iqtibos uchun: Otakhonova, U. U. THE IMPACT OF DIGITAL GAMES ON STUDENTS' MOTIVATION IN ENGLISH LANGUAGE LEARNING / U. U. Otakhonova // Buxoro xalqaro universiteti ilmiy axborotnomasi. — 2026. — T. 11, № 1. — B. 213–215.

Abstract. This article examines the impact of digital games on students' motivation in English language learning. It focuses on the use of platforms such as Baamboozle, Quizizz, and Kahoot. The article also discusses how digital games can increase students' interest, classroom participation, and learning activity. In addition, it provides ideas for using digital games effectively in English language lessons.

Keywords: digital games, English language learning, student motivation, game-based learning, language teaching.

INGLIZ TILINI O'RGANISH JARAYONIDA RAQAMLI O'YINLARNING TALABALAR MOTIVATSIYASIGA TA'SIRI

Annotatsiya. Ushbu maqolada ingliz tilini o'rganishda raqamli o'yinlarning talabalar motivatsiyasiga ta'siri o'rganiladi. Unda Baamboozle, Quizizz va Kahoot kabi platformalardan foydalanishning afzalliklari yoritiladi. Shuningdek, raqamli o'yinlarning talabalarning darsga qiziqishi, faolligi va til o'rganish jarayonidagi ishtirokiga ta'siri ko'rib chiqiladi. Maqolada raqamli o'yinlardan dars jarayonida samarali foydalanish bo'yicha fikrlar beriladi.

Kalit so'zlar: raqamli o'yinlar, ingliz tilini o'rganish, talabalar motivatsiyasi, o'yin asosida ta'lim, til o'rgatish.

ВЛИЯНИЕ ЦИФРОВЫХ ИГР НА МОТИВАЦИЮ СТУДЕНТОВ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В данной статье рассматривается влияние цифровых игр на мотивацию студентов при изучении английского языка. Особое внимание уделяется использованию таких платформ, как Baamboozle, Quizizz и Kahoot. Также анализируется влияние цифровых игр на интерес студентов к урокам, их активность и участие в учебном процессе. В статье представлены рекомендации по эффективному использованию цифровых игр на занятиях английского языка.

Ключевые слова: цифровые игры, изучение английского языка, мотивация студентов, игровое обучение, преподавание языка.

Introduction.Bugungi globallashuv va raqamli texnologiyalar jadal rivojlanayotgan davrda xorijiy tillarni, xususan, ingliz tilini samarali o'qitish ta'lim tizimining muhim ustuvor yo'nalishlaridan biriga aylanmoqda. Ingliz tilini o'rganish jarayonida o'quvchilarning bilim darajasi, til ko'nikmalari va kommunikativ kompetensiyasini rivojlantirish bilan bir qatorda, ularning ta'lim olishga bo'lgan qiziqishi hamda ichki motivatsiyasini shakllantirish alohida ahamiyat kasb etadi. Chunki o'quvchining til o'rganishga bo'lgan ijobiy munosabati, faol ishtiroki va mustaqil bilim olishga intilishi ta'lim samaradorligini belgilovchi asosiy omillardan hisoblanadi.

An'anaviy ingliz tili mashg'ulotlarida ayrim hollarda o'quvchilarning dars jarayoniga qiziqishi pasayishi, yangi so'z va grammatik qoidalarni o'zlashtirishda sustkashlik kuzatilishi mumkin. Ayniqsa, bir xil shaklda tashkil etilgan topshiriqlar, takroriy mashqlar va faqat nazariy ma'lumotlarga asoslangan ta'lim jarayoni o'quvchilarning faol ishtirokini yetarli darajada ta'minlamaydi. Shu nuqtayi nazardan, zamonaviy pedagogik yondashuvlar asosida raqamli o'yinlardan foydalanish ingliz tilini o'qitishning samarali vositalaridan biri sifatida namoyon bo'lmoqda.

Raqamli o'yinlar (digital games) ta'lim jarayoniga interaktivlik, musobaqalashuv, qiziqish va mustaqil qaror qabul qilish imkoniyatlarini olib kiradi. Bunday o'yinlar orqali o'quvchilar yangi leksik birliklarni o'zlashtirish, grammatik bilimlarini mustahkamlash, tinglab tushunish, o'qish va yozish ko'nikmalarini rivojlantirish bilan birga, ingliz tilida muloqot qilishga bo'lgan ishonchini ham oshirishi mumkin. O'yin davomida beriladigan ballar, darajalar, mukofotlar va tezkor fikr-mulohazalar o'quvchilarning o'zlashtirish jarayoniga faol jalb etilishiga xizmat qiladi.

Learning English is an important part of modern education. However, some students find it difficult to stay interested and active during English lessons. Traditional teaching methods do not always provide enough motivation for students. For this reason, teachers

are looking for new ways to make language learning more interesting and effective. One useful approach is the use of digital games in English language teaching. Digital games can create a friendly and active learning environment. They allow students to learn new words, practice grammar, and answer questions while enjoying the learning process. Platforms such as Baamboozle, Kahoot, and Quizizz offer different activities that can make lessons more interesting. Motivation plays an important role in language learning. Students who are interested in lessons are more likely to participate in classroom activities and practice English regularly. Digital games may help increase students' interest by providing challenges, points, rewards, and friendly competition. The purpose of this article is to examine the impact of digital games on students' motivation in English language learning. It also aims to explore how digital games can increase students' classroom participation and interest in learning English. In addition, the article discusses the benefits and possible challenges of using digital games in language lessons.

The idea of using play in education is not new, yet the spread of mobile devices and online platforms has given it a new form. Researchers usually distinguish between game-based learning, where a complete game is used as a learning tool, and gamification, where separate game elements such as points, levels, timers, and leaderboards are added to ordinary classroom tasks. Both directions share the same basic assumption: learners invest more effort when a task feels meaningful, achievable, and enjoyable. In foreign language teaching this assumption is particularly relevant, because progress in a new language is slow and students often lose enthusiasm before they notice real improvement.

From a theoretical point of view, the motivational power of digital games can be explained with the help of self-determination theory. According to this view, people are more willing to learn when three basic needs are satisfied: the need for autonomy, the need for competence, and the need for relatedness. A well-designed classroom game supports all three. Students choose answers and strategies on their own, receive instant feedback that shows their progress, and interact with classmates while working in teams. Recent systematic reviews of gamification in EFL and ESL settings (Zhang & Hasim, 2023; Laura-De La Cruz et al., 2023) also report that game elements are generally associated with higher engagement, although the authors stress that the results depend on the context and on the way the games are organised.

Methods. This study uses a mixed-methods approach to examine the impact of digital games on students' motivation in English language learning. Both quantitative and qualitative methods are used to collect information. The participants of the study are university students who study English as a foreign language. They take part in English lessons where digital games are used as learning activities. Several digital platforms, including Baamboozle, Kahoot, and Quizizz, are selected for the study. These platforms are used to practice vocabulary, grammar, and general English skills. Students take part in different activities, answer questions, collect points, and work individually or in teams. Data are collected through questionnaires and classroom observations. The questionnaire focuses on students' interest, motivation, and opinions about using digital games in English lessons. Classroom observations help identify students' participation, activity, and communication during the games. The collected information is analysed to understand how digital games influence students' motivation. The results from the questionnaires and observations are compared to identify the main benefits and challenges of using digital games in English language teaching.

The study was carried out during regular English classes over several weeks. In each lesson, one short game session of approximately ten to fifteen minutes was included, usually at the beginning of the lesson for revision or at the end for consolidation of new material. Baamboozle was mainly used for team-based activities in which groups took turns choosing questions on a shared screen. Kahoot was applied for fast-paced quizzes that students answered on their own smartphones, while Quizizz was used for self-paced tasks and short homework assignments, since it allows learners to move through the questions at their own speed.

The questionnaire consisted of closed questions based on a five-point scale and several open-ended questions. The closed items asked students to evaluate their interest in the lessons, their willingness to participate, and their feelings of anxiety or confidence. The open-ended questions invited them to describe which games they liked most and what difficulties they faced. During the observations, the teacher recorded how many students answered voluntarily, how actively they communicated in groups, and how they reacted to winning or losing. To protect the participants, the questionnaires were anonymous, and students were informed that their answers would not affect their grades.

Results And Discussion. The study was conducted with 20–30 university students learning English as a foreign language. During the lessons, different digital games were used to make classroom activities more interesting and interactive. The classroom observations showed that using digital games helped involve almost all students in lesson activities. One of the most positive results was the participation of shy students. Some students who were usually quiet and less active during traditional classroom activities also took part in the games. This suggests that digital games can create a more comfortable and friendly learning environment. Another important observation was that students showed greater interest in classroom tasks when games were included in the lessons. Teamwork, points, competition, and interesting questions encouraged students to participate and communicate with their classmates. The findings also suggest that digital games can support students' confidence. When students take part in games, they may feel less worried about making mistakes because the activities are presented in an enjoyable way. This can encourage them to use English more freely. However, the effectiveness of digital games depends on how teachers use them. Games should be connected to lesson objectives and should give students real opportunities to practice English. Teachers should also make sure that all students have a chance to participate. Overall, the classroom observations indicate that digital games can have a positive effect on students' motivation, participation, and confidence in English lessons. They can be especially useful for encouraging shy and less active students to become involved in the learning process.

When the three platforms were compared, each of them appeared to contribute to motivation in a slightly different way. Baamboozle was especially effective for cooperation, because students had to discuss answers within their teams before giving them aloud. This encouraged speaking practice and helped weaker learners rely on the support of their peers. Kahoot created the strongest feeling of excitement owing to its music, timer, and live leaderboard; however, some students admitted that the time pressure sometimes made them guess instead of thinking carefully. Quizizz was perceived as calmer and more individual. Students appreciated that they could see their mistakes immediately and review the correct answers, which made the platform useful for grammar and vocabulary revision.

The answers to the open-ended questions largely supported the observation data. Many students wrote that game-based lessons passed more quickly and seemed less tiring than traditional exercises. Several participants mentioned that they remembered new words better because they had met them repeatedly during the games. Others noted that working in teams helped them feel part of the group. These comments are in line with earlier research, which suggests that gamified quizzes and Web 2.0 tools can strengthen learners' motivation and reduce anxiety in EFL classes (Ahmed, 2022; Zhang & Crawford, 2024; Temel & Cesur, 2024).

At the same time, the study revealed several challenges. Technical problems, such as an unstable internet connection or low phone batteries, occasionally interrupted the activities. In addition, strong competition sometimes caused excessive noise or disappointment among students who repeatedly ended up at the bottom of the leaderboard. A few learners also focused more on gaining points than on understanding the language material. These observations show that the motivational effect of games is not automatic. To reduce such risks, teachers can alternate competitive and cooperative formats, hide the full ranking and show only the top results, and always finish the game with a short discussion of the most frequent mistakes. In this way, the game becomes a bridge to meaningful language practice rather than simple entertainment.

Conclusion. In conclusion, digital games can play an important role in English language learning. They can make lessons more interesting, increase students' motivation, and encourage active classroom participation. Platforms such as Baamboozle, Kahoot, and Quizizz provide students with opportunities to practice English in an enjoyable and interactive way. The use of digital games can also create a positive learning environment where students feel more comfortable taking part in classroom activities. However, teachers should use these games carefully and choose activities that match students' language levels and learning needs. It is important to remember that digital games are not a replacement for traditional teaching methods. They should be used as an additional tool to support the learning process. When teachers use them correctly, digital games can make English lessons more effective, enjoyable, and motivating for students. Therefore, digital games can be considered a useful method for supporting students' motivation and improving their participation in English language learning.

Based on the results of the study, several practical recommendations can be offered to English teachers. First, games should be selected according to a clear learning goal, for example vocabulary revision, grammar practice, or speaking development. Second, the duration of a game should be limited so that it supports the lesson instead of replacing it. Third, teachers should combine individual and team formats in order to involve both confident and shy learners. Finally, it is advisable to prepare an offline alternative in case of technical difficulties. Future research could include a larger number of participants, examine the long-term effect of digital games on language achievement, and compare their influence on different language skills.

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