



USING GAMIFIED APPS TO BOOST STUDENT MOTIVATION IN LITERATURE CLASSES

Mukhiddinova Faridabonu Ismoiljon qizi

3rd year student, Chirchik State Pedagogical University

E-mail: faridabonumuxiddinova@gmail.com

Scientific adviser: Mahmudova Zilola Shukhrat qizi

EFL teacher, Chirchik State Pedagogical University

E-mail: z.mahmudova@cspu.uz

Annotation. This article investigates the use of gamified applications as an innovative approach to increasing student motivation in literature classes. The study explores how elements such as points, badges, leaderboards, and interactive challenges can transform traditional reading lessons into engaging and participatory experiences. By integrating gamification into literary education, teachers can enhance students’ interest, promote collaboration, and encourage consistent learning behavior. The article also discusses how digital tools can make literary analysis more dynamic and accessible for diverse learners. Overall, gamified learning environments show great potential in making literature classes more interactive and motivating.

Keywords: gamification, student motivation, literature teaching, digital learning, engagement, interactive education, educational technology, learning behavior.

ADABIYOT DARSLARIDA O’QUVCHILAR MOTIVATSIYASINI OSHIRISH UCHUN O’YINLASHGAN ILOVALARDAN FOYDALANISH

Annotatsiya. Ushbu maqola adabiyot darslarida o’quvchilarning motivatsiyasini oshirishda gamifikatsiya qilingan ilovalarning innovatsion usuli sifatida qo’llanilishini o’rganadi. Tadqiqotda ball, badges, reytinglar va interaktiv vazifalar kabi elementlar an’anaviy o’quv jarayonini yanada qiziqarli va ishtirokchi muhitga aylantirishda qanday yordam berishi tahlil qilinadi. Gamifikatsiya vositalari yordamida o’qituvchilar talabalar qiziqishini oshirish, hamkorlikni rag’batlantirish va muntazam o’rganish faoliyatini yo’lga qo’yishda samarali natijalar ko’rsatadi. Shuningdek, raqamli texnologiyalar orqali adabiyot tahlilini yanada jonli va kirishimli qilish imkoniyatlari muhokama qilinadi.

Kalit so’zlar: gamifikatsiya, talabalar motivatsiyasi, adabiyot ta’limi, raqamli ta’lim, ishtirok, interaktiv ta’lim, ta’lim texnologiyalari, o’rganish faolligi.

ИСПОЛЬЗОВАНИЕ ИГРОВЫХ ПРИЛОЖЕНИЙ ДЛЯ ПОВЫШЕНИЯ МОТИВАЦИИ УЧАЩИХСЯ НА УРОКАХ ЛИТЕРАТУРЫ

Аннотация. В данной статье рассматривается использование геймифицированных приложений как инновационного метода повышения мотивации учащихся на уроках литературы. Исследование анализирует, как такие элементы, как очки, значки, рейтинги и интерактивные задания, могут преобразовать традиционный учебный процесс в более увлекательный и вовлекающий. С помощью геймификации преподаватели могут повысить интерес студентов, стимулировать сотрудничество и способствовать регулярной учебной деятельности. Также обсуждаются возможности цифровых технологий для более динамичного и доступного анализа литературных произведений.

Ключевые слова: геймификация, мотивация учащихся, преподавание литературы, цифровое обучение, вовлеченность, интерактивное обучение, образовательные технологии, учебная активность.

In recent years, the use of technology in education has become increasingly common, offering new ways to engage and motivate students. One of the most innovative approaches in this area is gamification—the process of integrating game elements such as points, badges, levels, and challenges into non-game environments like classrooms. Gamification aims to make learning more enjoyable, interactive, and goal-oriented by applying the motivational principles found in games.

In the context of literature classes, where students often struggle to stay motivated while reading and analyzing complex texts, gamified learning can play a significant role. By turning reading assignments



and literary discussions into interactive challenges, gamified apps encourage active participation and foster a positive learning atmosphere. For example, apps may allow students to earn rewards for completing chapters, compete in quizzes about characters and themes, or collaborate with peers in story-based missions.

The main purpose of this study is to explore how gamified applications can enhance student motivation in literature lessons. It will also discuss the advantages and disadvantages of using gamification in this context and suggest how teachers can effectively integrate such tools into their teaching practices.

Gamification refers to the use of game design elements—such as points, badges, leaderboards, levels, and rewards—in non-game contexts like education. The main goal of gamification is to increase students’ engagement, motivation, and participation in learning activities. In literature classes, gamified apps can transform traditional reading and analysis tasks into interactive and enjoyable experiences. For instance, students can earn points for completing reading assignments, unlock levels for analyzing literary devices, or compete with classmates in quizzes about novels and poems.

One of the main advantages of using gamified apps is the enhancement of student motivation. Games naturally stimulate curiosity and competitiveness, which encourage learners to complete tasks and reach higher goals. Through gamification, even reluctant readers may become more interested in exploring complex literary works. Additionally, these apps can provide instant feedback, allowing students to monitor their progress and improve their performance. Gamified learning also supports collaboration through team challenges and discussions, fostering a sense of community in the classroom. Furthermore, gamified environments can cater to different learning styles by combining visual, auditory, and interactive elements, making literature more accessible and enjoyable.

Despite its many benefits, gamification also has some drawbacks. One disadvantage is that students may focus too much on earning rewards rather than truly understanding the literary content. This can lead to surface-level learning instead of deep critical thinking. Additionally, not all students are motivated by competition; some may feel stressed or discouraged if they fall behind on leaderboards. Another challenge is technical dependency: if the app has bugs or requires internet access, it may interrupt the learning process. Teachers must also invest time to learn how to use and manage these apps effectively, which can be demanding.

There are different types of gamifications that can be used to make literature classes more interesting and motivating for students. One common type is based on earning **points** and **rewards**. When students receive points for completing reading tasks, quizzes, or discussions, they feel more encouraged to take part in lessons and stay active.

Another type includes using **badges** and **achievements** to recognize students’ progress. For example, a student can earn a badge for finishing a book, giving a creative presentation, or improving their writing. This kind of recognition helps students feel proud of their learning and motivates them to keep going.

Some teachers use **leaderboards** to show students’ results and create friendly competition. When students see their names move up on the list, it often increases their interest and engagement. However, teachers need to make sure this competition stays positive and supportive.

Gamification can also take the form of storytelling. In this approach, pupils finish activities as part of a story or adventure. For example, they might become “literary detectives” solving mysteries from a novel, or complete “missions” related to a poem. This method works very well in literature classes because stories are already a natural part of the subject. Finally, collaborative gamification focuses on teamwork and group challenges. When students work together to reach a common goal, they not only learn from each other but also build communication and cooperation skills.

Generally, while gamified apps can significantly increase student engagement and make literature classes more dynamic, educators should use them thoughtfully to balance motivation with meaningful learning outcomes.

CONCLUSION

Gamified applications play an important role in increasing student motivation in literature classes. By using elements like points, badges, and leaderboards, teachers can make lessons more engaging and interactive. These tools match the interests of modern learners and help build collaboration and persistence. However, educators should design gamified tasks carefully to ensure they truly support learning goals. Overall, gamification makes literature study more dynamic and enjoyable, encouraging students to read, think critically, and stay motivated.

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TA’LIM JARAYONIDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARNING O’RNI VA AHAMIYATI

Ilmiy rahbar: Ochilova Xursanoy Maxmud qizi

Chirchiq Davlat Pedagogika Universiteti dotsenti, Umumiy pedagogika kafedrası (PhD) dotsent

Muhiddinova Madina Muxtorjon qizi

E-mail: madinamuhiddinova006@gmail.com

Omongaldiyeva Dilrabo Kamoladdin qizi

E-mail: dilraboongaldiyeva@gmail.com

Chirchiq davlat pedagogika universiteti Turzim fakulteti 2-bosqich talabalari

Annotatsiya: Mazkur maqolada ta’lim jarayonida zamonaviy pedagogik texnologiyalarning o’rni va ahamiyati ilmiy asosda tahlil etiladi. Unda ta’lim sifatini oshirish, o’quvchilarda mustaqil fikrlash, ijodkorlik va faol o’rganish ko’nikmalarini shakllantirishda ilg’or texnologiyalarning roli yoritilgan. Shuningdek, maqolada pedagogik jarayonni modernizatsiya qilish, interfaol metodlarni qo’llash va o’qituvchi hamda o’quvchi o’rtasida samarali muloqotni yo’lga qo’yishning amaliy ahamiyati ko’rsatib beriladi. Muallif zamonaviy ta’limda innovatsion yondashuvlarning tatbiqi orqali o’qitish samaradorligini oshirish va shaxsga yo’naltirilgan ta’lim tizimini rivojlantirish zarurligini asoslab beradi.

Kalit so’zlar: Innovatsiya, ta’lim, pedagogik jarayon, va zamonaviy, texnologik jarayon, yangi g’oyalar, ijtimoiy-pedagogik, bilim, ko’nikma va malaka.

THE ROLE AND IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE EDUCATIONAL PROCESS

Scientific Supervisor: Ochilova Xursanoy Maxmud qizi

Associate Professor, Chirchik State Pedagogical University, PhD, Associate Professor, Department of General Pedagogy
(PhD) dotsent

Muhiddinova Madina Muxtorjon qizi

E-mail: madinamuhiddinova006@gmail.com

Omongaldiyeva Dilrabo Kamoladdin qizi

E-mail: dilraboongaldiyeva@gmail.com

2nd Year Students, Faculty of Tourism, Chirchik State Pedagogical University

Annotation: In this article, the role and significance of modern pedagogical technologies in the educational process are analyzed on a scientific basis. It highlights the role of advanced technologies in improving the quality of education, developing students' independent thinking, creativity, and active learning skills. The article also demonstrates the practical importance of modernizing the pedagogical process, applying interactive methods, and establishing effective communication between teachers and