



ENHANCING UNIVERSITY STUDENTS' ORAL ENGLISH SKILLS
THROUGH GAMIFICATION AND INTERACTIVE DIGITAL
PLATFORMS

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Abstract: *The article is devoted to the analysis of the potential of gamification and interactive digital platforms in developing oral English-speaking skills among university students. It examines the theoretical foundations of applying game mechanics in education, the pedagogical advantages of digital tools, and their impact on learners' motivation. The possibilities of modern educational platforms such as Duolingo, Quizlet, Kahoot! , and BBC Learning English are analyzed. Methodological recommendations for integrating gamified technologies into the higher education process are presented. The study concludes that the комплексное (integrated) use of digital resources is effective in improving oral communication skills.*

Keywords: *gamification; digital educational platforms; speaking skills; English language; communicative competence; interactive learning; motivation; higher education.*

Introduction

The modern system of higher education is aimed at training specialists capable of functioning effectively in the context of globalization and international professional interaction. Proficiency in English has become a necessary condition for academic



mobility, participation in international conferences, publication of scientific papers, and professional communication.

One of the major challenges for students is the development of speaking skills. Despite having a sufficient level of grammar and reading competence, many learners experience difficulties in spontaneous speech production, dialogue participation, and public speaking. These difficulties are often caused by insufficient speaking practice, fear of making mistakes, and low motivation.

In the context of the digitalization of education, the search for innovative methods that stimulate speech activity becomes especially relevant. One of the promising approaches is the use of gamification and interactive digital platforms.

Theoretical Foundations of Gamification in Foreign Language Teaching

Gamification refers to the integration of game elements into non-game contexts. In education, this is expressed through the use of point systems, levels, achievements, rankings, and instant feedback.

The core idea of gamification is to enhance intrinsic motivation through engagement and emotional involvement. Game-based formats reduce anxiety, create an atmosphere of cooperation and competition, and stimulate learner activity.

In foreign language teaching, gamification is particularly effective as it allows the simulation of real communicative situations. Role plays, quests, debates, and simulations of professional scenarios create conditions for the natural use of language. In such environments, spontaneous speaking skills are developed, and fluency and confidence in communication are enhanced.

Interactive Digital Platforms as a Tool for Developing Speaking Skills

Modern digital technologies significantly expand the possibilities for foreign language teachers. Interactive platforms provide:

- speech recognition exercises;
- automatic pronunciation assessment;
- dialogue simulators;
- team-based quizzes;
- online discussions;



- systems of points and achievements.

For example, Duolingo offers voice input tasks that help develop pronunciation skills. Quizlet allows users to create flashcards and interactive exercises for vocabulary practice necessary for oral communication. Kahoot! is used to organize competitive quizzes and group discussions. BBC Learning English provides authentic materials that enhance listening and speaking skills.

The use of such platforms expands the boundaries of classroom work, enables independent speaking practice, and supports personalized learning.

Methodological Aspects of Integrating Gamification into the Educational Process To achieve maximum effectiveness, it is important to integrate gamification thoughtfully into the learning process. Gamification should not replace the content of education but serve as a means of enhancing it.

Methodologically justified approaches include:

1. Incorporating game elements into the structure of practical lessons;
2. Using rating and point systems to stimulate student activity;
3. Organizing group projects with elements of competition;
4. Conducting virtual debates and business simulations;
5. Combining digital tasks with traditional teaching methods.

Special attention should be paid to maintaining a communicative orientation in teaching. Tasks should involve real interaction among students, exchange of opinions, and argumentation of personal viewpoints.

Pedagogical Advantages and Outcomes The implementation of gamification and digital platforms contributes to:

- increased motivation;
- reduced psychological barriers;
- sustained interest in language learning;
- development of collaboration skills;
- improvement in fluency and accuracy of speech.



Practical experience shows that students who regularly use interactive platforms demonstrate higher classroom engagement and greater confidence in oral performance.

Additionally, digital technologies allow teachers to track student progress, analyze frequent errors, and adjust teaching strategies accordingly.

Possible Challenges and Limitations Despite its advantages, the implementation of gamification involves certain challenges, including:

- the need for technical equipment;
- varying levels of students' digital literacy;
- the risk of superficial task completion;
- dependence on internet connectivity.

Addressing these issues requires a systematic approach, methodological training for teachers, and a balanced combination of traditional and digital teaching methods.

Conclusion

Gamification and interactive digital platforms are effective tools for developing oral English speaking skills among university students. Their use enhances motivation, increases speaking practice, and contributes to the formation of communicative competence.

In the context of digital transformation in education, the integration of game-based technologies is not merely an additional tool but an essential component of modernizing foreign language teaching in higher education. Future research prospects include the development of comprehensive models of digital didactics and the empirical evaluation of gamified teaching methods.

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