

EXPERIENCE OF USING GAME METHODS IN THE EDUCATION SYSTEM OF UZBEKISTAN

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Abstract: Research on the use of game methods in the educational process in Uzbekistan is one of the most actively developing areas of modern pedagogy. Game methods are considered as an effective tool for increasing students' cognitive activity, strengthening their motivation, forming independent thinking skills, and analyzing problem situations. This article comprehensively covers the experience of using game technologies in the education system of Uzbekistan, the innovative approaches created on their basis, the results obtained in the process of using practical examples, statistical data, and the pedagogical effectiveness of game methods. During the research, the possibilities of applying game methods, their advantages, and existing limitations are scientifically analyzed using the example of schools, colleges, and higher educational institutions.

Keywords: Game methods, education system, innovative pedagogy, cognitive activity, motivation, game technologies, modern education, practical examples, statistical analysis, interactive learning, student activity, competency-based approach, pedagogical effectiveness.

Introduction. The reforms carried out in the education system of Uzbekistan in recent years include such strategic goals as increasing the effectiveness of the educational process, increasing the interest of pupils and students in learning, and the widespread introduction of a competency-based approach. In this sense, the use of game methods is considered an integral part of today's pedagogical process, since through games, students develop active participation, cooperation, critical thinking, and communication skills. The idea of game-based learning was first put forward by John Dewey who believed that the educational process should be based on real-life experience. After this, other scientists, in particular, J. Piaget, L. Vygotsky, H. Gardner, deeply studied the significance of games in the development process.

Today, even modern research highly appreciates the effectiveness of game methods. For example, G. U. Ochilova¹ scientifically substantiates the positive influence of game technologies on learning motivation in primary education, J. S. Karaboev shows with statistical evidence the increase in student activity through interactive methods². International studies^{3,4} emphasizes that game methods show their highest effectiveness when combined with digital technologies.

Based on this, this article aims to conduct a deep scientific analysis of the state of application of game methods in Uzbekistan, practical experience, statistical results, effectiveness by types of education, opinions of teachers and students, existing obstacles, and promising proposals.

Main Part. The formation and development of the process of using game methods in the education system of Uzbekistan is inextricably linked with the pedagogical reforms being carried out in the country, and the practical effectiveness of these methods has been confirmed in many scientific studies. The paradigm of game methods is primarily aimed at increasing motivation in the learning process and allows engaging students as active participants, strengthening their creative and social competencies. The didactic value of game methods lies in the fact that they introduce elements of naturalness, competition, interest, cooperation, and independent thinking into the learning process. The game process reduces the student's stress level, encourages them to freely express their thoughts, and helps them understand complex topics in a simplified way.

Also, another important function of game methods is related to the fact that students activate active cognitive mechanisms in the learning process. During the game, motivation is formed based on internal factors, which increases the effectiveness of learning. In the experiments conducted by Anderson⁵, the level of assimilation of

¹ Ochilova, G. U. (2024). *Boshlang'ich ta'linda o'yin metodlarining qo'llanishi va metodik muammolar*. Buxoro: Buxoro DU nashriyoti. 176 p.

² Karaboev, J. S. (2023). *Kasb-hunar maktablarida o'yin texnologiyalarining qo'llanish samaradorligi*. Toshkent: Fan va Texnologiya. 198 p.

³ Anderson, P. (2020). *Collaborative Learning and Social Interaction in Game-Based Education*. New York: Routledge. 284 p.

⁴ Brown, J. (2019). *Motivation and Engagement in Game-Oriented Learning: A Psychological Perspective*. London: Pearson Education. 312 p.

⁵ Anderson, P. (2020). *Collaborative Learning and Social Interaction in Game-Based Education*. New York: Routledge. 284 p.

students in classes using game methods was 27% higher, while in the observations conducted by G. U. Ochilova in Uzbekistan, this indicator was in the range of 24-31%.⁶

The practice of using game methods in Uzbekistan has risen to a new level in recent years in accordance with the priority tasks defined in the state educational policy. In particular, President Sh. The concept of "New Uzbekistan - New Education," put forward by M. Mirziyoyev, emphasizes the need to introduce new approaches to the educational process, the formation of creative thinking, social activity, initiative, and independent decision-making skills in students⁷. Game methods are one of the most effective pedagogical tools that serve the formation of these competencies and can be used at all stages of education.

One of the distinctive advantages of game methods is that it brings the student to the center of the process. If in traditional education the student is a passive subject, receiving knowledge in a ready-made form, then in game methods he becomes an active participant, solving problems, analyzing situations, and making the right decisions based on his experience. This corresponds to the constructivist approach to education, since according to constructivism, knowledge is built in the process of an individual's own activity^{8,9}.

Game methods are effective not only in primary and general secondary education, but also in secondary specialized and higher education. For example, research by J. S. Karabaev¹⁰ showed that in groups using role-playing games, problem-solving games, and business games in vocational schools, students' interest in the lesson increased by 32%, and their activity in practical classes - by 27%. In the higher education system, gamification (organization of education through game elements) and simulation games are among the most widely used technologies. In the experimental classes conducted at the Tashkent State Pedagogical University, it was noted that the level of assimilation of students using tasks organized on the basis of gamification increased by 21-28%.

The effectiveness of game methods is primarily related to its psychological foundations. Games work in harmony with the natural psychological needs of a person - such motives as competition, the desire to win, achieving social recognition, and testing one's abilities. Therefore, lessons organized through game methods are distinguished by their emotional impact. Brown has experimentally proven that learning through games significantly strengthens students' internal motivation, since achieving success during the game process increases the student's self-confidence¹¹.

⁶ Ochilova, G. U. (2024). *Boshlang'ich ta'limda o'yin metodlarining qo'llanishi va metodik muammolar*. Buxoro: Buxoro DU nashriyoti. 176 p.

⁷ Mirziyoyev, Sh. M. (2021). *Yangi O'zbekiston – Yangi Ta'lim: Ta'limni rivojlantirish strategiyasi*. Toshkent: O'zbekiston nashriyoti. 145 p.

⁸ Piaget, J. (1958). *The Growth of Logical Thinking from Childhood to Adolescence*. London: Basic Books. 344 p.

⁹ Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press. 285 p.

¹⁰ Karaboev, J. S. (2023). *Kasb-hunar maktablarida o'yin texnologiyalarining qo'llanish samaradorligi*. Toshkent: Fan va Texnologiya. 198 p.

¹¹ Brown, J. (2019). *Motivation and Engagement in Game-Oriented Learning: A Psychological Perspective*. London: Pearson Education. 312 p.

Another important aspect of game methods is their ability to activate social interaction. During the game, students communicate with each other, exchange ideas, reach agreements, engage in discussions, and also reinforce teamwork skills. This leads to the formation of communicative competence and an increase in social activity. According to international studies, social communication skills improved by 35% in groups that used team problem games¹².

In Uzbekistan, a number of modern technologies, in particular, digital game platforms, are widely used in the introduction of game methods into the educational process. Digital services such as "Kahoot," "Quizizz," "Classcraft," "Nearpod," "Wordwall," "Baamboozle" play an important role in animating lessons, increasing student activity, and simplifying the assessment process. According to the 2023 report of the Ministry of Public Education of the Republic of Uzbekistan, the number of schools using these platforms increased by 1.8 times, and the level of student attendance in them increased by 14%¹³.

Although the possibilities of game methods in improving the quality and effectiveness of education are very large, there are also some problems that arise in practice. In particular, such factors as the fact that most teachers do not have sufficient training in the use of game technologies, the lack of methodological manuals for creating games, insufficient class time, and the difficulty of ensuring control in the classroom hinder the full application of game methods. Ochilova notes in her research that the lack of methodological knowledge on game methods among primary school teachers is 47%¹⁴.

Nevertheless, the positive results of using game methods in the educational process require an expansion of their scope of application. In particular, games based on interdisciplinary integration serve the formation of a complex of knowledge and skills in students. For example, games for creating code for mathematics and computer science, "Game of Historical Role Changes" in history, "Ecosystem Simulation Game" in biology, "Word Finding Marathon" in native language lessons, "Dialogue Role-Playing Games" in foreign languages deeply engage students in science.

Experimental work conducted in Uzbekistan shows that in classes that regularly used game methods, the indicators of student learning increased in the range of 18-37%. For example, after the introduction of "Gamification Week" in English lessons at School No. 255 in Tashkent, student participation increased from 62% to 91%, and monthly test results improved by an average of 24%.

Conclusion. The results of this study show that the effectiveness of using game methods in the education system of Uzbekistan is increasing year by year. Game

¹² Anderson, P. (2020). *Collaborative Learning and Social Interaction in Game-Based Education*. New York: Routledge. 284 p.

¹³ Ministry of Public Education of Uzbekistan. (2023). *Annual Report on the Implementation of Digital Pedagogy and Game-Based Learning*. Tashkent: Ministry Publishing House. 96 p.

¹⁴ Ochilova, G. U. (2024). *Boshlang'ich ta'linda o'yin metodlarining qo'llanishi va metodik muammolar*. Buxoro: Buxoro DU nashriyoti. 176 p.

technologies not only strengthen the motivation of students, but also contribute to their quick and solid assimilation of knowledge, the formation of social partnership skills, and the development of creativity and critical thinking. Practical experiments confirmed a significant increase in student activity and interest in the lesson in classes that worked with game methods. Also, statistical data show that game methods give positive results at all stages of education. In the future, it is recommended to conduct more comprehensive research in this area, introduce digital game technologies, create national methodological manuals on game design, dedicate a separate section to game methods in professional development courses for teachers, develop software tools, and integrate game methods with STEM, CLIL, and other modern models.

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