

The Relationship between Motivation and Gamification in Improving Foreign Language Speaking

Almamatova Manzura Shavkatovna
PhD student of Gulistan State University

Abstract: Motivation and gamification are two key factors that play a significant role in improving foreign language speaking skills. The relationship between these two concepts is complex and multifaceted, as they both have a direct impact on an individual's willingness to engage in language learning activities and their ability to retain and apply new language skills. In this article, we will explore the relationship between motivation and gamification in the context of improving foreign language speaking skills, and discuss how these two factors can work together to enhance language learning outcomes.

Keywords: relationships, language learners, methods, motivation, gamification, materials, understanding.

Introduction: The increasing level of economic globalization is leading to a growing demand for advanced proficiency in a second language. For many, the traditional approach to language learning in an educational setting is no longer adequate due to institutional time constraints and differing learning styles. Institutions should seek innovative ways to make language learning more appealing for students to take outside of their lessons in an effort to increase proficiency. One potential method for language learning that may increase motivation to engage in the target language outside of educational settings is integrating elements of games and gaming into the language curriculum - also known as gamification. The purpose of this study is to investigate the effects of motivation to learn and achievement emotions in the context of gamified learning of a second language.

The insights gained from a thorough understanding of how the gamified approach affects motivation and emotions can help inform the development of better-designed, more effective learning materials for second languages. Although gamification is being implemented in education at all levels and for all subjects, the focus on language learning at university settings is very new and lacks proper understanding of its effects on student learning. Given that playing games is an activity enjoyed by many and often done in second languages, it seems that gamification is a natural fit for second language instruction. Understanding how to best implement gamified learning materials and the effects on student learning would be greatly beneficial to second language educators.

Background

Motivation has long been thought of as a means to increase learning. There is a general consensus that motivation is directly related to how someone learns and retains learning. For instance, "an individual is considered motivated when he or she initiates, regulates, and sustains actions through learning to accomplish a goal" (Stanley et al., 2014, p.299). Due to the potential of gamification in promoting learning, a relationship has been formed to try and use the mechanics present in games to increase motivation in students and have them use the improved motivation to receive a better education. A flow experience where learning is so enjoyable that

one becomes fully immersed in the activity has been cited as a possible result of gamifying education when correctly executed (Huang et al., 2013).

This line of thought for improving motivation has brought about an interest in the use of foreign language computer assisted language learning (CALL) as a prime candidate due to struggling language students often lacking motivation to continue learning. Foreign language CALL is essentially using a computer to assist the learning of a foreign language and does not necessarily have to involve using a software that is specifically designed for learning a language. Stepule (1998) traces the beginning of CALL to the 1960s. During this period and for some decades after, using a computer to learn a foreign language was a far cry from fun and often even seen as a burden to language students. Stepule also details from an often-negative attitude assumed toward CALL there too exists a general lack of motivation from language students.

This has led to many language educators and researchers to try and find an effective method to use CALL to improve language learning and motivation in students. Stepule himself wrote his paper to encourage language educators to investigate which of the large variety of CALL software available has the potential to actually improve how a language is learnt by the student. This is the situation that exists today with language education still trying to find an effective method to use CALL and a potential environment created by gamification could provide an answer.

Gamification has recently generated a large amount of interest in education and has become an educational movement (Hwang and Wu, 2012). The literature on gamification is a serious and large research topic. A search conducted on the Web of Science database on 11 April 2015 with the search terms, (gamification OR game OR games OR gaming) AND (education OR learning) returned 473 results since 2010. Despite the interest in bringing games and education together, the field of gamification in education is still in its infancy and currently has no widely accepted theoretical base or clear understanding of the mechanisms that lead to learning (Wang et al., 2015). While some research exists which has tried to promote the use of gamification in education, Rapp (2014) claims that the academic community is still split on whether games truly should be integrated into classroom teaching.

Due to this situation, there exist various definitions for what actually constitutes a "game". This issue has been reflected with the choice of terminology present in the wider game's community. Terms such as serious games, games-based learning and gamification have varying meanings and interpretations. In the context of this current paper, game will be taken to mean a game in the traditional sense and gamification a means of using game-based mechanics to encourage learning (Deterding et al., 2011).

Purpose of the Study

The proposed study extends current understandings of foreign language learning motivation by examining two lesser investigated motivations (integrative and instrumental) and their relationship with proficiency. This study plans to address the following specific research questions: How does integrative/instrumental motivation predict change in foreign language speaking and writing proficiency over time? Is this relationship mediated by effort in the language learning process? How does integrative/instrumental motivation predict change in foreign language general proficiency over time? Is this relationship mediated by effort in the language learning process?

The purpose of this study is to fill the existing gap in ESOL and motivation research, specifically investigating the constructs of integrative and instrumental motivation and their effects on language learning and proficiency. Additionally, and more specifically, our study has implications for educators and researchers interested in the effects of pedagogical tools and activities on student motivation and foreign language learning. We will test a modified definition of integrative motivation and its relationship with students' proficiency. Finally, we plan to make use of a randomized control group in both our studies to compare the effects of more intrinsically

and extrinsically motivated forms of gamified language learning with motivation and proficiency outcomes over a one-year period.

Research Questions

The research questions section has several questions that are clearly formulated and address the thesis of the paper. The paper could be further enhanced by the addition of how the questions were chosen and why, as well as shortening the questions. The first question asks whether or not learners will be more willing to engage in language learning tasks that they find more enjoyable. While the question is clearly related to the thesis, it encompasses several tasks, not only speaking. This could be modified to ask how gamification affects motivation in language learning. The second question clearly fits this topic, asking whether a learner's overall level of second language proficiency will affect their perception of task difficulty and subsequent task demand, while the third question asks whether learners will employ more learning strategies on tasks, they perceive to be less difficult. Both of these questions are directly related to the speaking task and perhaps could be condensed into one question.

These days, society is going through serious changes and, without a doubt, these progressions straightforwardly affect current training. A cutting edge and further developed schooling system is a flat out need for the 21st hundred years. The world where we reside is continually changing, and this involves the development of a few totally new necessities. The obligation of the educator of the XXI century is to have the option to adjust to this new circumstance, where the perspective of understudies is progressively growing and reinforcing using new advancements. Learning English as an unknown dialect is urgent for global, political and social correspondence, and is likewise essential for fruitful gathering work in homerooms with understudies from around the world.

With the improvement of new computerized innovations, there is a fast heightening of the need to gain proficiency with a second unknown dialect to speak with understudies from various nations. Such a fast interest for an unknown dialect requires a progress from conventional instructing techniques to additional cutting edge and high-level ones. This shift is particularly significant on the grounds that understudies frequently gripe that learning a subsequent language is a complicated cycle that causes pressure, particularly with regards to applying its different abilities (for instance, talking, composing, perusing, tuning in, all things considered, circumstances. Understudies ordinarily note that learning and remembering new English words and the right type of action words is a drawn-out learning movement, since understudies should be truly, intellectually and genuinely engaged with learning to have the option to dominate another dialect effectively. There are a few different elements, for example, inspiration, disposition to the subject and ability to learn, that can influence the cycles and consequences of learning another dialect.

For instance, when understudies can't remember another jargon or experience issues with committing countless errors, their self-assurance diminishes, subsequently they might lose inspiration and interest and, in this way, decline to proceed with their examinations. Different logical articles and studies reason that the game climate can build the inspiration, interest of understudies and furnish them with the potential chance to commit errors in the educational experience unafraid. In this way, taking into account the demeanor of understudies to gamification while learning an unknown dialect is significant. Showing techniques and procedures ought to be created such that considers the experience of understudies and ought to build their inspiration and interest to address the issues of an always developing number of understudies.

What is the objective of gamification? We, most importantly, will discuss raising the inspiration of understudies, specifically understudies whose specialization isn't straightforwardly connected with the investigation of unknown dialects and etymology. Inspiration can be outside and inward, inner is weak, subsequently, with the assistance of different present day mechanical means, accomplishing a critical expansion in the outer inspiration of students is conceivable.

Research shows that the utilization of games in the homeroom enjoys many benefits. First and foremost, games are a tremendous piece of the existence of present-day youth. Numerous educators guarantee to involve computerized media for instructing. Talking about learning at a college, we can take note of that by drenching themselves in the day-to-day routine of an understudy and carrying games to the crowd, educators sensibly desire to urge understudies to work all the more effectively, to stimulate their advantage. Furthermore, it appears to be that they succeed: the utilization of games in the homeroom, without a doubt, builds inspiration to realize, which emphatically affects the disposition of understudies to the college and the educator. In addition, it prompts an improvement in autonomous work abilities. Understudies become more imaginative, figure out how to work in a group, and furthermore foster more perplexing abilities, for example, the capacity to take care of issues by utilizing an unknown dialect to track down the vital data.

In this manner, electronic games become a systemic material that fosters the skills of the XXI hundred years, which are totally vital for presence in current culture. In spite of the fact that Uzbek college educators share an uplifting outlook towards data and correspondence advancements and put stock in their positive effect, the real utilization of games in Uzbek colleges is very uncommon, because of the thick educational program and predetermined number of hours. Frequently, educators essentially don't know electronic games, and along these lines it is hard for them to pick which ones are truly instructive. They simply need more computerized proficiency to incorporate games into their day-to-day exercises.

As the notable in the West academic model TPACK (Mechanical Educational Substance Information System) says: to successfully bring games into instructive exercises, educators need information regarding the matter, yet additionally high computerized proficiency; a crowd of people outfitted with the fundamental specialized implies and, obviously, the accessibility of cell phones for understudies. The game component has forever been an indispensable piece of language instructing and learning. Customary games that pre-owned paper and pens were supplanted by Power Point slides, which have been really utilized in the study hall work of colleges for quite a long time. The utilization of PCs in courses and talks has become totally typical.

In spite of the wide accessibility of advancements for the educational experience, conventional talks are as yet the premise of educating at the college, and in any event, when a PC is utilized, PowerPoint show most frequently replaces the board in the techniques for planning and giving new data, however not in that frame of mind of the structure or content. Gamification (from the English game) is an idea currently commonly known. It is characterized as the utilization of game components and game plan procedures in a non-game setting. It is utilized in different configurations, for different purposes and at practically all degrees of schooling. In higher instructive organizations, it was found that the utilization of electronic games builds intelligence, elements and, as a rule, understudy scholastic execution. There is solid proof showing a connection among play and expanded inspiration. There is something else and more instructive electronic games that assistance in learning the language.

There are sure game components that can be utilized in non-game settings to cause successful cooperation on members, as well as to diligently propel them to concentrate regarding the matter. The thought is that while learning games, understudies are enthusiastic to such an extent that they learn without acknowledging it. Consequently, games can turn into a basic piece of talks and courses as new strategies for learning, inspiration and commitment. Instructive electronic games are turning out to be progressively perceived in the crowds of colleges and schools, as the upsides of advanced learning and quick criticism are progressively valued in present day training. The essential benefits of gamification in schooling are connected with the way that they empower opportunity in the instructive cycle. Scott Osterwale, imaginative head of the Massachusetts Organization of Instructive Innovation, considers this the "four opportunities of play": opportunity to commit errors, opportunity to try, opportunity to assume a part, opportunity to focus. We should dissect every one of these perspectives in more detail. One of the basic

highlights of computer games is that the player is given a few "lives", for example a specific number of endeavors, and in the wake of finishing the riddle, arrangements of records show up. This is because of the way that the game includes committing rehashed errors essential for learning the ongoing interaction. At the end of the day, the game straightforwardly gives opportunity to commit errors. Throughout everyday life, nonetheless, individuals are incredibly scared of mix-ups and overcomes, there is even a fear - antihomophobia - an obsessive feeling of dread toward disappointment. A characteristic property innate in a great many people is an endeavor to keep away from a situation where rout is conceivable. The circumstance is irritated by the genuine adverse results for understudies who bombed the test.

Since the mechanics of the actual game demonstrates the way that mix-ups can and probably will be made, energy blurs out of spotlight, and the effectiveness and movement of understudies isn't restricted to strain and fervor. At the point when understudies end up in a climate where committing errors isn't illegal, their opportunity to try likewise increments. Tests in schooling make it conceivable to extend the volume of assimilable material, particularly with regards to learning unknown dialects. While concentrating on such a vaporous living substance as language, it is basically important to explore and make do. Rather than working with a restricted measure of jargon and designs, tests lead understudies along new ways, and to succeed, they need to fathom new data. Likewise, the game climate lays out an objective for understudies, yet frequently passes on them the option to pick, inferring various elective ways of accomplishing it. This powers understudies to search for new procedures, show their own characteristics and foster imaginative reasoning. One of the vital jobs of amusement is idealism.

Idealism is an endeavor to escape from regular, exhausting reality by perusing, pondering something seriously intriguing, it is a sort of break from the real world. He wants to attempt to briefly regard himself as in a different universe, to attempt himself in an alternate social job, to carry on with an alternate life. This is the main component of many kids' games, and can likewise be a very valuable instructive device. Assuming the part of someone else in a pretending game, understudies get a significant chance to take a gander at the world from an alternate point, submerge themselves in the field of information that permits them to understand this new perspective. In pretending games, understudies frequently need to convey the manner in which the individual they are depicting would. This at the same time increments inspiration, including understudies in the game, assists with unwinding.

Conclusion

In conclusion, motivation and gamification are two key factors that can work together to improve foreign language speaking skills. By combining these two concepts, language learners can benefit from increased engagement, motivation, and enjoyment, which can lead to more effective and efficient language learning outcomes. Whether through the use of gamified language learning apps and platforms or through the incorporation of language learning games and activities, motivation and gamification can play a crucial role in helping learners develop and improve their foreign language speaking skills. By understanding and harnessing the relationship between motivation and gamification, language learners can enhance their language learning experience and achieve their language learning goals more effectively.

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