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PEDAGOGICAL EFFECTIVENESS OF GAME TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES TO PRIMARY SCHOOL PUPILS

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Abstract: The thesis examines the pedagogical effectiveness of game technologies in teaching foreign languages to primary school pupils. The purpose is to define how game-based activities can support motivation, vocabulary retention and elementary communication. The study is based on literature analysis, pedagogical modelling and classroom-oriented observation criteria. The main result is a compact model of game-based foreign language teaching for primary pupils. The thesis argues that a game becomes pedagogically effective only when it is connected with a clear language aim, age-appropriate rules and feedback.

Keywords: game technologies, primary school pupils, foreign language teaching, vocabulary acquisition, motivation, communicative activity

ПЕДАГОГИЧЕСКАЯ ЭФФЕКТИВНОСТЬ ИГРОВЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

Аннотация: В диссертации рассматривается педагогическая эффективность игровых технологий в обучении иностранным языкам учащихся начальных классов. Цель состоит в том, чтобы определить, как игровые мероприятия могут поддерживать мотивацию, запоминание словарного запаса и элементарную коммуникацию. Исследование основано на критериях анализа литературы, педагогического моделирования и аудиторно-ориентированного наблюдения. Основным результатом является компактная модель игрового обучения иностранным языкам учащихся начальных классов. В диссертации утверждается, что игра становится педагогически эффективной только тогда, когда она связана с четкой языковой целью, возрастными правилами и обратной связью.

Ключевые слова: игровые технологии, учащиеся начальных классов, обучение иностранному языку, овладение словарным запасом, мотивация, коммуникативная деятельность

BOSHLANG‘ICH SINIF O‘QUVCHILARIGA XORIJIY TILLARNI O‘QITISHDA O‘YIN TEXNOLOGIYALARINING PEDAGOGIK SAMARADORLIGI

Annotatsiya: Dissertatsiyada boshlang‘ich sinf o‘quvchilariga chet tillarini o‘qitishda o‘yin texnologiyalarining pedagogik samaradorligi o‘rganilgan. Maqsad o‘yinga asoslangan mashg‘ulotlar motivatsiyani, lug‘atni saqlashni va oddiy muloqotni qanday qo‘llab-quvvatlashi mumkinligini aniqlashdan iborat. Tadqiqot adabiyotlarni tahlil qilish,



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pedagogik modellashtirish va auditoriyaga yo'naltirilgan kuzatuv mezonlariga asoslanadi. Asosiy natija boshlang'ich sinf o'quvchilariga chet tilini o'yin asosida o'qitishning ixcham modelidir. Dissertatsiyada o'yin aniq til maqsadi, yoshga mos qoidalar va teskari aloqa bilan bog'langandagina pedagogik jihatdan samarali bo'lishi ta'kidlanadi.

Kalit so'zlar: o'yin texnologiyalari, boshlang'ich sinf o'quvchilari, chet tilini o'qitish, lug'at boyligini oshirish, motivatsiya, kommunikativ faoliyat



Introduction

Foreign language teaching in primary school requires methods that correspond to the psychological and cognitive characteristics of young learners. Pupils of this age often learn more effectively when language is connected with action, image, rhythm, emotion and cooperation. A purely reproductive lesson may help pupils repeat words, but it does not always help them use these words in interaction. This problem is especially visible in vocabulary learning and elementary speaking practice.

Game technologies are relevant because they create a learning situation in which repetition becomes natural. A pupil repeats a word to win a card, asks a question to find a partner, listens to an instruction to move correctly or uses a phrase to complete a role-play. The game gives the language a small purpose. This purpose is modest, but it is important for primary school pupils. It helps them move from passive recognition to active use.

The research problem is that games are often used in foreign language lessons as entertainment or as a short break. In such cases their pedagogical result is difficult to measure. The purpose of this thesis is to identify the conditions under which game technologies become pedagogically effective in teaching foreign languages to primary school pupils. The main research question is: what elements of game technologies support motivation, vocabulary acquisition and communicative activity in primary foreign language lessons?

Methods

The study is based on literature analysis, pedagogical modelling and development of observation criteria. Recent research on educational games, gamification and digital game-based language learning was examined. Special attention was paid to studies dealing with young learners, vocabulary development and school engagement. The analysis focused on three groups of indicators: motivational, cognitive and communicative.

The pedagogical modelling procedure included the construction of a lesson sequence for primary foreign language classes. The sequence contains four stages: presentation of language material, controlled game practice, communicative game task and short reflection. The observation criteria include pupil participation, vocabulary recall, number of oral attempts, cooperation with classmates and emotional readiness to continue the task.

Results

The analysis identified four key conditions of pedagogical effectiveness. The first condition is a clear language aim. The game should be selected after the teacher defines the

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target words, phrases or communicative function. Without this aim, the game may be enjoyable but methodologically weak.

The second condition is age appropriateness. Primary school pupils need simple rules, visible materials and short cycles of activity. Games with cards, pictures, movement, guessing and role distribution are especially useful. The third condition is repeated meaningful practice. Vocabulary is remembered better when pupils meet the same word in several actions: listening, repeating, matching, choosing and using it in a phrase.

The fourth condition is feedback. Feedback may come from the teacher, classmates or the structure of the game itself. It should be immediate and supportive. Young pupils often stop speaking when correction becomes too formal or emotionally uncomfortable. A game-based task can reduce fear of error if the teacher organizes it carefully.

The results also indicate that different types of games serve different language outcomes. Matching and memory games are useful for vocabulary recognition and recall. Classification games help pupils organize words by meaning. Role-play and information-gap games develop short communicative exchanges. Team games support cooperation, but they require role distribution so that every pupil speaks.

Discussion

The findings are consistent with contemporary studies that connect game-based language learning with motivation, engagement and vocabulary development. However, motivation alone is not enough. A pupil may be active and cheerful without using the target language correctly. For this reason, the effectiveness of game technologies should be evaluated through several indicators: vocabulary retention, oral attempts, phrase accuracy, participation and reflection.

One methodological risk is the replacement of learning by entertainment. This happens when the teacher starts from the game and only later tries to connect it with the lesson topic. A more productive approach starts from the language aim. The teacher first defines what pupils should practise, then chooses the game form. This order keeps the lesson academically organized.

Another risk is unequal participation. In competitive games, stronger pupils may speak more, while weaker pupils remain silent. Pair work, small groups and distributed roles help reduce this problem. The teacher may assign a speaker, card holder, helper and checker. In this way, each pupil receives a small language responsibility.

Conclusion

Game technologies are pedagogically effective in teaching foreign languages to primary school pupils when they are integrated into the lesson as purposeful learning tasks. Their value lies not simply in making the lesson interesting, but in organizing repeated, meaningful and emotionally safe language practice. They support vocabulary acquisition through visual and active repetition, and they support communicative activity through pair work, role-play and information-gap tasks.

For further research, the proposed model may be tested through a small pedagogical experiment. Pre-test and post-test vocabulary tasks, observation of oral attempts and



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analysis of pupil participation can provide measurable data. This will help define the real pedagogical effectiveness of game technologies in primary foreign language education.

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