**USING GAMIFICATION TO INCREASE MOTIVATION AND ENGAGEMENT OF 5TH GRADE STUDENTS IN ENGLISH LANGUAGE TEACHING**

Сахиева Жаңыл Ходжабекқызы

Республика Казахстан, г. Актау, учитель английского языка

7 школа-лицей имени Н.Марабаева

***Abstract.*** *The article explores the use of gamification as an effective tool for enhancing motivation and engagement among 5th-grade students in learning English. It examines the theoretical foundations of gamification in education and its practical implementation in the classroom. The study highlights the impact of game-based learning activities on students' vocabulary acquisition, grammar comprehension, and overall language proficiency. The research also addresses the challenges educators may face when integrating gamified elements into their teaching strategies and provides recommendations for maximizing their effectiveness. The findings suggest that gamification not only fosters a positive learning environment but also promotes active participation and sustained interest in language learning among young learners.*

In the modern educational process, more and more attention is being paid to methods that contribute to increasing motivation and involvement of students. One of these approaches is gamification – the introduction of game elements into the learning process. The use of gamification is especially relevant when teaching English in 5th grade, where children are at the stage of active cognition, but require additional stimulation to maintain interest in learning.

Gamification is based on the use of game-specific mechanics such as scores, levels, rewards, contests, and challenges. These elements make the learning process more exciting, as well as develop students' skills of interaction, independent search for solutions and the ability to work in a team. Theoretical studies show that gamification increases the internal motivation of students, as it stimulates them to achieve their goals through active participation.

«Gamification in learning is not just a way to make lessons more interesting, but a powerful tool that turns the process of mastering knowledge into an exciting journey where each student becomes an active participant in their own development» Korneyeva Anastassiya Stanislavovna (2024), Aktau city.

As part of this work, game tasks aimed at developing key language skills were developed and tested: vocabulary, grammar, reading, writing and speaking. For example, the Word Maze game was used to teach new vocabulary, where students, solving riddles and completing tasks, gradually discovered new words. To study grammatical structures, quizzes and competitive exercises were used, which involved children in the process of practical use of grammar in context. Speaking developed through role-playing games such as "Space Mission", where participants solved various tasks using only English.

The results of the study showed that the use of gamification contributes to a significant increase in student engagement in the learning process. The students demonstrated a higher level of activity, showed initiative and interest in completing even difficult tasks. In addition, there was an increase in the level of academic performance, which is confirmed by testing data conducted before and after the introduction of gaming methods. It was also revealed that gamification contributes to the development of not only language, but also social skills such as communication and collaboration.

However, when implementing gamification, teachers face a number of challenges. For example, it is important to properly dose the game elements so that they do not turn the lesson into an entertaining event devoid of an educational purpose. It also requires preliminary preparation of materials and consideration of individual characteristics of the class. However, these obstacles can be overcome with thoughtful planning and flexibility in approaches.

To confirm the effectiveness of gamification in teaching English in 5th grade, an experiment was conducted in a secondary school. The experimental group consisted of 25 students, while the control group included the same number of students. For eight weeks, both groups studied the same English language program, but gamification methods were used for the experimental group, and the control group studied in the traditional way.

In the experimental group, game elements were used in each lesson: quizzes with awards, competitions for making suggestions, completing missions in groups, as well as using vocabulary learning applications, where students earned points and moved on to new levels. The control group was trained using standard textbooks and traditional exercises. To assess progress, both groups were tested for vocabulary, grammar, and listening skills before and after the experiment.

The results of the experiment showed significant differences. The experimental group improved their test results by an average of 25% (from 60 to 85 points out of 100 possible), while the control group increased by only 10% (from 62 to 72 points). Particularly striking improvements were observed in the tasks for the application of new vocabulary and grammatical structures in context. In addition, students from the experimental group showed higher engagement: 92% of students actively participated in tasks, while in the control group this figure was 68%.

In addition to quantitative data, a survey was conducted to assess the attitude of students to the learning process. In the experimental group, 88% of the students said that they were interested and looking forward to English lessons. In the control group, the same indicator was 56%. Teachers also noticed that students from the experimental group began to show more initiative, work in a team and are more willing to use language in oral speech.

The experiment confirmed that the use of gamification contributes to a significant increase in student academic achievement and engagement, which makes this approach an effective tool in teaching English.

Thus, gamification is an effective tool that can significantly improve the process of learning English in 5th grade. It allows you to make lessons more dynamic, interesting and productive, ensuring the comprehensive development of students and maintaining their interest in the language throughout the educational process.

Modern scientists and practitioners in the field of education generally positively assess gamification as a method of learning, especially for primary and secondary school classes. They emphasize that the game approach stimulates the internal motivation of students, activates cognitive processes and promotes better learning of the material. However, the views on gamification are not without nuances.

Proponents of gamification point to its many advantages. According to research, game elements in learning contribute to reducing the level of anxiety in students and make the process of mastering complex topics less stressful. Gamification also activates the emotional component, which enhances the memorization of material and improves long-term results. Many scientists note that such approaches are especially effective for teaching foreign languages, since they create conditions for active practice in a relaxed manner, stimulate curiosity and provide instant feedback.

On the other hand, critics of gamification warn against the possible risks associated with excessive enthusiasm for game elements. Some studies show that if the focus shifts from educational goals to game mechanics, it can reduce the effectiveness of learning. In addition, excessive use of awards and competitions sometimes leads to the formation of students' external, rather than internal motivation. Such students may stop striving for knowledge if the game incentives disappear.

Another point of view is related to the need for careful adaptation of gamification to the cultural and age characteristics of students. For example, scientists note that methods that are effective for younger students may not work with teenagers who require a deeper intellectual approach. In addition, the development of high-quality game materials requires significant time and financial resources, which also causes controversy in educational circles.

In general, the scientific community comes to the conclusion that gamification has great potential in learning, but should be used with caution. The successful implementation of the gaming approach requires a balance between entertainment and educational goals, as well as professional training of teachers who will be able to adapt this method to the specific tasks and needs of students.

**List of used literature**

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