

GAME-BASED LEARNING AS A TOOL TO ENHANCE MOTIVATION AND PARTICIPATION IN SECONDARY SCHOOL ENGLISH LESSONS

Sevara Gafforova

E-mail: gafforovasevara@gmail.com

Keywords: game-based learning, motivation, participation, communicative learning, secondary education

Abstract: This paper examines how game-based learning enhances student motivation and participation in English lessons at the secondary level. The study highlights how games transform traditional lessons into dynamic, student-centered learning environments that stimulate curiosity and collaboration.

Keeping learners motivated remains one of the most critical challenges in foreign language education. Game-based learning introduces elements of enjoyment, challenge, and interactivity that help maintain student attention. When applied thoughtfully, games can foster an engaging learning environment where students learn through experience and play.

The purpose is to analyze the role of game-based activities in improving students' motivation, participation, and communication skills during English language classes.

Classroom observations and interviews were carried out in a secondary school in Chust in Namangan. Different types of games were implemented—such as vocabulary quizzes, grammar competitions, and role-play tasks—to evaluate changes in motivation and performance.

Students engaged in games showed stronger motivation and better classroom participation. Teachers observed more active interaction, reduced anxiety, and improved pronunciation and vocabulary retention. The study found that when learning became competitive and playful, students felt more confident using English spontaneously.

The study also emphasizes the pedagogical implications of integrating game-based learning systematically into English curricula. Teachers who applied these techniques reported that the structured use of games not only enhanced motivation but also improved classroom management. For instance, warm-up games set a positive tone at the start of lessons, while competitive vocabulary and grammar activities maintained student engagement throughout the class. The analysis highlights that when games are aligned with lesson objectives, they provide measurable outcomes in both linguistic proficiency and learner confidence, demonstrating that game-based strategies can be a sustainable and scalable component of secondary school English education.

Game-based learning helps teachers create motivating and inclusive English lessons. It builds confidence, fosters cooperation, and supports holistic skill development in secondary school students.