

Use Of Gamicification In Literary Education – A Factor In Mastering Teaching Materials

Boburjon Tojiboyev

Independent researcher at Namangan State Pedagogical Institute, Uzbekistan

Received: 10 September 2025; **Accepted:** 03 October 2025; **Published:** 06 November 2025

Abstract: The game scenario, aimed at ensuring the mastery of educational material in the process of literary education, includes goals, tasks, and results within the framework of a problem related to the subject of the work. The teacher should direct these elements to make the lesson content more interesting. It is appropriate to plan interconnected game tasks, the sequential solution of which is considered important to achieve the set goal. This article discusses this.

Keywords: Gamification, simulation, game, motivation, incentive, communication, interaction, friendliness.

Introduction: The effective assimilation of literary material is largely ensured by performing game-based tasks that are conducted with a specific purpose and structure. Such activities allow students to influence the lives of literary characters while also increasing learning motivation and developing teamwork skills. Didactic analysis, discussion, or literary competitions organized in connection with working on the literary text naturally contain strong elements of competition. Through individual or group participation, students consolidate their knowledge, exchange ideas, and learn from one another in a competitive environment.

Simulations hold a special place in literature lessons. In these activities, situations reflected in literary works are simulated as if they were real-life events. Simulation is defined as “artificially recreating a real event or situation (usually for learning purposes)” [1]. In this process, each learner acts as an expert, seeking solutions to game-based problems that may occur in real life. The main goal of the game scenario is to create an engaging context that maintains students’ interest in the project for an extended period.

During the analysis of literary texts, each student’s viewpoint plays a significant role, directly influencing the learning process. Every new step, much like in a computer game, is interconnected with the choices made previously. Gamification aims to foster intellectual development, form literary knowledge, build motivation, and develop practical skills applicable in everyday life.

Literature lessons based on game elements are organized from simple to complex levels. As a result, learners strive to complete planned tasks to achieve learning goals and evaluate their progress objectively. Various techniques are used during game-based didactic analysis, giving students the freedom to make decisions, take risks, and experiment. Providing a comfortable environment where students can freely express their opinions accelerates learning and improves retention. Students are rewarded according to their performance. Game-based literary analysis can be implemented in different ways. For example, a gamified analysis process can revolve around a story with specific features. The unfolding sequence of adventures in the plot keeps students engaged. This approach can be applied when planning lessons on excerpts from H. To‘xtaboyev’s “Riding the Yellow Giant” in Grade 5 [6:102–124] or G. G‘ulom’s “Naughty Boy” in Grade 6 [5:18–31]. Each completed task shifts the situation to a new stage, followed by more complex activities. To ensure clarity, the percentage of each student’s achievement is displayed. Students are rewarded with points or nominations depending on the complexity of the problem solved.

Gamification offers appealing visual tools that contribute to developing students’ life skills. With the help of such tools, their attention is drawn through thoughtfully designed visuals, interfaces, and content. Organizing activities based on healthy competition during the analytical process is also essential. A special

rating system should be created for all students so they become more actively involved in reading and analyzing the text. Rating fosters intellectual growth and motivation.

A distinguishing feature of game-based learning is granting students freedom, enabling them to express their intellectual potential, gain experience, and convey emotions. Traditional learning often restricts this. Gamification strengthens students' self-confidence: if their actions do not yield expected results, they attempt again until they succeed.

Game elements used for text analysis emotionally connect students, instilling pride in their achievements. They also help students better understand human behavior by analyzing characters' actions, develop creative thinking, and enhance communication skills. Games prevent monotony, promote healthy habits, and encourage focus on successful outcomes, providing opportunities to apply acquired knowledge in practice. "Gamification, though sometimes misunderstood, increases the need to develop life skills through applying knowledge in practice. From a physiological perspective, it improves memory retention and stimulates serotonin production associated with positive emotions" [2].

When planning games aligned with learning objectives, students should be encouraged to approach events, characters, and plot elements from unique perspectives. Thus, it is vital to consider learners' individual qualities, such as willingness to participate. During the game, students explore ways to solve learning challenges, making the process more engaging. Non-traditional approaches are especially valuable for students who lead or actively participate. Various content, maps, puzzles, and hints can be used. In gamification, every student's action must be recognized; therefore, points, levels, and leaderboards serve as motivational tools. Communication, interaction, and friendly relationships characterize gamification's socializing function.

Game elements must correspond to context and learning goals. Each task should match its difficulty level, support life skill development, and include an appropriate reward. A game mechanism can be designed to align with students' creative dynamics and experience. Goals may include hidden, short-term, long-term, individual, and group-based tasks. Learning activities may be performed once or repeatedly, increasing in complexity.

Feedback in games provides responses to participants' actions and guidance for further progress. Students can modify feedback according to the plot. Well-designed, engaging content increases motivation to continue.

Gamification must be adapted to learners' needs, as not all individuals process information similarly. Thus, a combination of approaches should be applied. A structural approach introduces game elements into traditional instruction—such as developing rating systems and awarding points for completed tasks. The content and style of presenting learning material evolve. Examples include tasks like "Create a story" and "Assign roles." In both cases, the focus remains on achieving educational goals and maintaining healthy competition.

Sometimes literature lessons are dry and superficial. Gamification makes learning interactive, encourages healthy competition, and evaluates activity through rewards and recognition. Such an approach contributes to deeper comprehension. Introducing game elements into literary text analysis transforms students from passive receivers into active participants. Examples include:

Adding to the plot – Students write their own extensions, creatively reimagine scenes, replace characters, alter episodes, or create riddles, encouraging deep thinking and imaginative interpretation.

Using visual tools – High-quality visuals and memes enhance engagement. A meme is a cultural "message" transmitted through images, gestures, or imitation [3].

Choosing activity topics – Allowing students to choose topics for literary quizzes, debates, and interactive sessions fosters genuine engagement.

Participation – Students track their intellectual growth, motivating them to adjust personal qualities and aim for success.

Recognition – Bold speakers receive rewards such as books or artwork; leaderboards and privileges increase students' interest in reading and prepare them to handle real-life challenges through fictional scenarios.

CONCLUSION

In conclusion, game-based learning takes many forms. Form refers to the logical method of presenting theme-based content with the aim of developing specific knowledge. Students grasp the theme of a literary work through games, while the meta-theme focuses on developing literary competence. Learners master posing problematic questions and creating problem-situations. Therefore, conducting gamified lessons systematically facilitates discussion and debate.

REFERENCES

1. <https://izoh.uz/uz/word/simulyatsiya>
2. <https://skillspace.ru/blog/gejmifikaciya-v-obuchenii-luchshe-igrovyje-priemy/>

3. <https://uz.wikipedia.org/wiki/Mem>
4. Kambarova S. Methods of forming students' artistic analysis competencies // Asian Journal of Multidimensional Research. Volume 11, Issue 10, October 2022. – P. 198–202. (№ 5. SJIF Impact Factor 8.179)
5. Mirzayeva Z. Djalilov K. Adabiyot. Umumiy o'rta ta'lim maktablari 6-sinflari uchun darslik. – Toshkent: Respublika ta'lim markazi, 2022. – 224 b.
6. Yo'ldoshev Q. va boshq. Adabiyot. Umumiy o'rta ta'lim maktablarining 5-sinflari uchun darslik. 2-qism. – Toshkent: Edutainment, 2024. – 128 b.