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GAMIFICATION AND ITS APPLICATION IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE IN PRIMARY SCHOOL

Abstract

The study investigates the use of gamification in the context of English language acquisition among primary school pupils, with a particular focus on its significance in light of the influence of digitalization on the field of education. Amidst the evolving educational paradigms, the study identifies a gap in utilizing game-based learning to enhance English language acquisition among young learners. The objective is to assess the effectiveness of gamification techniques in improving students' engagement, motivation, and language proficiency. Employing a mixed-methods approach, the study combines quantitative analyses of student performance data with qualitative feedback from educators and students. The research involved a purposive sample of primary school students and teachers, utilizing standardized tests, surveys, and interviews to gather comprehensive data. Results indicate a significant positive impact of gamification on students' English language skills, including enhanced vocabulary, grammar, and overall linguistic competence. Teachers reported increased student participation and interest in learning activities. Key conclusions emphasize the potential of gamification as a transformative tool in primary education, suggesting a paradigm shift towards more interactive and student-centered teaching methodologies. The findings contribute to the pedagogical discourse by highlighting the importance of integrating innovative teaching strategies to cater to diverse learning needs and preferences.

Keywords: gamification, primary education, English teaching, second language, game-based learning.

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ГЕЙМИФИКАЦИЯ И ЕЕ ПРИМЕНЕНИЕ В ПРОЦЕССЕ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В НАЧАЛЬНОЙ ШКОЛЕ

Аннотация

В исследовании исследуется использование геймификации в контексте овладения английским языком учениками начальных классов, уделяя особое внимание ее значимости в свете влияния цифровизации на сферу образования. На фоне развивающихся образовательных парадигм исследование выявляет пробел в использовании игрового обучения для улучшения усвоения английского языка юными учениками. Цель состоит в том, чтобы оценить эффективность методов геймификации в повышении вовлеченности, мотивации и владения языком учащихся. Используя смешанный подход, исследование сочетает в себе количественный анализ данных об успеваемости учащихся с качественной обратной связью от преподавателей и учащихся. В исследовании использовалась целевая выборка учащихся и учителей начальных классов с использованием стандартизированных тестов, опросов и интервью для сбора исчерпывающих данных. Результаты указывают на значительное положительное влияние геймификации на навыки английского языка учащихся, включая расширение словарного запаса, грамматики и общую лингвистическую компетентность. Учителя сообщили о повышении активности и интереса учащихся к учебной деятельности. Ключевые выводы подчеркивают потенциал геймификации как преобразующего инструмента в начальном образовании, предполагая сдвиг парадигмы в сторону более интерактивных

и ориентированных на учащихся методологий обучения. Полученные результаты вносят вклад в педагогический дискурс, подчеркивая важность интеграции инновационных стратегий обучения для удовлетворения разнообразных потребностей и предпочтений в обучении.

Ключевые слова: геймификация, начальное образование, обучение английскому языку, второй язык, игровое обучение.

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ГЕЙМИФИКАЦИЯ ЖӘНЕ ОНЫ БАСТАУЫШ МЕКТЕПТЕ АҒЫЛШЫН ТІЛІН ОҚЫТУ ҮДЕРІСІНДЕ ҚОЛДАНУ

Аңдатпа

Зерттеуде цифрландырудың білім беруге ықпалы тұрғысынан оның өзектілігіне назар аударатырып, бастауыш сынып оқушыларының ағылшын тілін меңгеру контекстінде геймификацияны қолдану қарастырылады. Дамып келе жатқан білім беру парадигмаларының аясында зерттеу жас оқушылардың ағылшын тілін меңгеруін жақсарту үшін ойын негізіндегі оқытуды пайдаланудағы олқылықты анықтайды. Мақсаты: геймификация әдістерінің оқушылардың белсенділігін, мотивациясын және тілді меңгеру деңгейін арттырудағы тиімділігін бағалау. Аралас әдістер әдісін қолдана отырып, зерттеу мұғалімдер мен студенттердің сапалы кері байланысымен оқушылардың үлгерімі туралы деректердің сандық талдауын біріктіреді. Зерттеуде жан-жақты деректерді жинау үшін стандартталған тестілер, сауалнамалар және сұхбаттар арқылы бастауыш сынып оқушылары мен мұғалімдерінің мақсатты үлгісі пайдаланылды. Нәтижелер геймификацияның студенттердің ағылшын тілі дағдыларына, соның ішінде сөздік қорын, грамматикасын және жалпы тілдік құзыреттілігін арттыруға айтарлықтай оң әсерін көрсетеді. Мұғалімдер оқушылардың оқу іс-әрекетіне белсенділігі мен қызығушылығының артқанын хабарлады. Негізгі қорытындылар бастауыш білім берудегі түрлендіру құралы ретінде геймификацияның әлеуетін көрсетеді, бұл интерактивті және оқушыға бағытталған оқыту әдістемелеріне парадигманы өзгертуді ұсынады. Нәтижелер әртүрлі оқу қажеттіліктері мен қалауларын қанағаттандыру үшін оқытудың инновациялық стратегияларын біріктірудің маңыздылығын көрсету арқылы педагогикалық дискурста ықпал етеді.

Түйін сөздер: геймификация, бастауыш білім, ағылшын тілін оқыту, екінші тіл, ойын арқылы оқыту.

Basic provisions. Gamification, the application of game-design elements in non-game contexts, has gained attention as a potential strategy to enhance the teaching-learning process of the English language in primary schools. The essay examines the influence of digitalization on education, namely in elementary school, and the function of gamification in improving English language acquisition. The text explores many approaches to introducing gamification, such as using platforms like Kahoot, with the aim of actively involving students. The work furthermore explores the viewpoints of educators about gamification, showcasing results derived from surveys and interviews.

The use of gamification to primary school kids yields enhanced motivation, engagement, and proficiency in language skills. The article underscores the need of using innovative and ongoing pedagogical approaches in education. It has also been suggested that gamification can create integration situations that make lessons more enjoyable and increase student motivation [1]. Furthermore, the use of gamification in the English learning context has been associated with enhancing education to be fun and motivating [2]. In addition to the benefits for students, gamification has been shown to prepare learners to be active and take responsibility for their own learning [3].

The evidence suggests that integrating gamification into language education can create a more enjoyable and effective learning environment for students.

Introduction. After the pandemic, there are a lot of changes in the world, one of which is digitalization. This, of course, affects the education system. It is true that during the transition to a traditional education system after the pandemic, it was difficult for children to concentrate. This is due to the fact that they have learned to use different platforms in online learning, look at colorful templates. The constantly changing and competitive conditions of our time have increased the value and importance of the student's resources. In this regard, the main task is to nurture creative, educated and responsible human resources that play an important role in the development and progress of society, continuous learning and development of personal and professional activities of teachers. There are many ways to prepare and develop professional teachers. But with globalization and in the third millennium, the growth in the use of digital technologies in human resource training, the popularity of smart technologies, including the use of gamification using these technologies as a technology learning tool.

Implementation of gamification in mastering the basic vocabulary of the English language of younger students, which is aimed at responding to the need of students for more meaningful knowledge and considering their interests and motivations.

The research aims to reveal that such a technological tool as gamification stimulates and changes the attitude of students to learning work and improves their second language skills.

It is advisable and effective to start teaching English from the 2nd-3rd grade or the 5th grade, depending on the preferences of the parents [4]. In the primary grades of Kazakhstan, English is planned to be studied not from the 1st grade, but from the 3rd. According to the Minister of Education and Science Askhat Aimagambetov, the results of research and analysis showed that it is difficult for a 1st grade student to master three languages at once [5]. To make mastering a second language not a problem for an elementary school student, great results can be achieved with the technological aid of learning gamification.

English is an area of learning that attracts children, but at the same time causes them fear and difficulties in combining new terms that include the processes of writing and speaking in a language unknown to them. The use of technological means that allows children to learn through play in an interactive and playful way, increases the motivation of a younger student to more easily assimilate new knowledge.

With this in mind, this study aims to demonstrate gamification as an easy and fun way to learn English by applying the dynamics and principles of play to various activities in everyday life. The gamification of education seeks to use these principles in education, that is, given that ICTs are a source of resources that teachers should use as a tool for learning and improving educational processes, as well as for increasing knowledge, as well as for learning that enriches vocabulary stock and stimulates to learn a second foreign language through a variety of games and technologies for students of the situation.

The purpose of this research is the use of gamification as a technological means of learning in mastering a second language by students of the third and fourth grades, which actually stimulates and gives its effectiveness.

The research includes diagnostic testing of basic knowledge of the English language for students belonging to the school class, which is compared with the final assessment of the proposed strategy, analyzes the relevance of using gamification or digital games for learning English.

At the beginning of the 21st century, the rise of digital games turned the concept of games into a significant industry and a field of research in its own right.

Therefore, the main goal of teaching English through games in primary school is to develop communicative competence of our students to help them in their future life and enable them to establish good relationships. It is very important for students to have fun during primary education. That's why the game will have a great impact.

The use and application of games for learning purposes has been studied for years in order to increase the motivation of students, which is a determining and dominant factor in learning activities [6].

It consists of a method and approach to learning English through gamification in order to further motivate students and motivate them through game design, style, and the use of game elements while learning English and a better understanding of the environment [7]. Basically, it aims to engage students as much as possible and engage their minds, so that they can learn English better, gain interest and inspiration to continue on the path of progressive English learning. This would be a surprising effect in terms of their achievements, as many gamification in English language learning are useful to primary school students and teachers today.

According to the definition, gamification usually involves the process of identifying elements that include fun and engaging games and the close interaction between the players, i.e., the students and the teacher, to continue the game.

The answers to the main research questions are based on the evaluation of the results obtained in the Google form. Prepared a questionnaire for descriptive elementary teachers on Google Form. In addition, gamified training sessions were conducted on Kahoot premium+ learning platform for creating quizzes, tests and educational games. This observation was conducted collaboratively from the perspective of another teacher in the classroom.

Table 1 – The goal of increasing the activity of elementary school students

	Goal	Game specific elements
Basic needs	Develop a sense of competence	Levels, progress bar in the quest table, ranking list
	Foster a sense of autonomy	Separate choice of quest, changeable avatar
	Promote social inclusion	Avatars, rating, division into two
Awakening motivation	Unpredictable moments	Quests, Goals, Rating
	Overcoming difficulties	Quests with automatic rating
	Feedback	Random achievements, content surprises, various quests
Increase interest	Learn new words	Story, Avatar
	Arouse interest	Story, graphics, quests
	Increase imagination	Inclusion in the storyline

By teaching elementary school students who are learning a foreign language for the first time through games, as shown in the table above, we can increase their interest in memorizing new words of a second language, increase their motivation, and achieve the necessary competencies. Thus, by introducing these simple methods and such a "surprise" factor in the classroom, one can develop very useful attitudes in the English language such as motivation, interest and active participation in the lesson.

Thanks to such awakened attitudes in students, it is possible to study the school year better, to be in search and to use English daily, and the results can be improved when the content of the lesson is more interesting and difficult to understand than the traditional one.

Gamification has great benefits such as changing behavior among students and increasing productivity through self-motivation. In this regard, it should be noted that there are two types of motivation: extrinsic and intrinsic motivation. Extrinsic motivation is most commonly used in learning and involves completing tasks to achieve prizes or rewards. And internal motivation means the motivation that is born inside the subject, activates him to the desired result, interests him and brings him to the intended goal. Both motivations are present in the process of gamification.

Analyzing by term, we find the following in the definition of gamification proposed by Kapp K. M.:

Games: Classic definitions in game studies state that games, unlike toys, are characterized by clear systems of rules and the competition or struggle of actors within these systems for specific goals or outcomes.

Elements: Most games have common components or elements such as self-representation with avatars, narrative context, feedback, different scales and levels of play, time pressure or competition based on specific rules [8].

On the other hand, the author defines integration by stating that meaningful learning is "generalized", that is, it is incorporated into the individual and causes changes in behavior, attitudes and, sometimes, can even affect the student's own personality.

In the same way, another of the essential factors in significant learning is the evaluation, since in it the student establishes if an activity satisfies his needs and, therefore, if it contributes to expanding his knowledge in the learning of the second language or not.

Finally, Kapp highlights the meaning, since significant learning is what makes sense for the student throughout his experience [8].

Game parameters evolve by providing feedback to players immediately after an action, which in turn leads to a reaction [9]. Learners need to be supported to achieve goals through informational feedback in digital learning environments and throughout the learning process [10]. This confirms the self-understanding of the role of the teacher, as stated by Ebrahimzadeh M., & Alavi S.: "Constructive concepts of teaching are based on a different understanding of teaching and require a change in the roles of teachers and students: [...] The role of the teacher changes from a knowledge mediator to a learning partner. Communication technologies, therefore, can be expected to support such a change due to their potential" [11].

In turn, by adding educational games through the various platforms that the Internet offers us, we can contribute to the development of more meaningful language learning, Goltsova T. A. defines from two elements:

First of all, we find the individual presence of each of the subjects. It should be qualitative, as the author believes that the learning process affects the whole person, both cognitively and psychologically or emotionally.

Second, we distinguish self-initiation, in which the author emphasizes a sense of novelty, interest in achieving a goal, or understanding something, even if it is from external stimuli. This self-initiative comes from within a person [12].

A common definition describes "gamification as the use of game design elements in non-game contexts" [13]. This can often be found in marketing strategies that talk about the supposed gamification of PBL, consisting of points, icons and leaderboards. Werbach K., Hunter D. expands the definition to "the use of game elements and game design techniques in non-game contexts" [14]. This definition is increasingly accepted in science. Explains the term gamification and the latter shows gamification in the context of the school environment. These measures can be important for the learning process if students are not motivated enough and both teachers and parents should encourage children to improve their studies. In the case of school, for example, learning homework

or vocabulary becomes difficult if the teacher does not extrinsically stimulate motivation by checking reading or homework.

The gamification system helps to increase the motivation of students and works on behavior formation. When making a choice of gamified software tools and platforms, the selected work is determined by competencies as the main psychological needs [15]. Properly selected software and platforms, in turn, affect their effectiveness and accordingly, the motivation of elementary school students. The development of the game includes the new ideas of the game and the corresponding modifications and rules to adopt new rules and new words fluently in English to connect the players to the game in the long term by giving the players the feeling that they want to play. The system game should be balanced: a set of tasks that are challenging but interesting for a primary school student.

In the school context, gamification is now being used to structure lessons in a game form using typical game elements and to awaken the intrinsic motivation of students through this competitive culture, so that in the school context they can use high-level game elements, learn the fun factor in the flow experience.

According to K.V. Shokarev, competitions are always present in human life and have a life-technological origin. There is also constant competition in computer games, which can be individual or group depending on the game and acts as an engine of game discipline for further improvement. Players want to win, but the form of winning varies greatly depending on the game environment [16]. A gamified learning environment has game-specific elements that students associate with the game they are familiar with, but can quickly motivate them in a school context, such as the ranking list function, which clearly shows weaker students as those at the bottom of the ranking.

Game settings depend on giving feedback to players immediately after an action, which in turn leads to children expressing their opinions openly. And being able to express one's opinion is a great achievement for a primary school student. As mentioned above, Garland considers this to be one of the key conditions for gamification. According to Garland, the culture of direct feedback between teachers and students during the lesson is of great importance for independent learning. Feedback is considered one of the ten most influential factors in successful learning. Feedback is described as a tool that moves students from where they are to what their parents and teachers are aiming for, gradually closing the gap through learning. Feedback can take place in many ways and at different levels: affective processes, different cognitive processes, other strategies, etc. offers. Feedback on whether the student is correct or incorrect in processing the task is only one form, but it is often considered very important by students. When errors occur, the learning culture should be positive in dealing with errors so that errors are used as opportunities to improve and restructure knowledge towards success [17].

Materials and methods. This study used a mixed-methods approach to investigate the perceptions and effectiveness of gamification initiatives among prospective and practicing primary school teachers. A purposive sampling method was used to choose a total of 150 participants, consisting of 75 pre-service teachers (students enrolled in teacher education programs) and 75 in-service primary school teachers. This approach guarantees the involvement of persons who have direct relation to the aims of the research, therefore enabling in-depth understanding of the educational consequences of gamification.

The research recruited participants from many teacher education institutes and elementary schools, aiming to include individuals from varied socio-cultural backgrounds in order to enhance the data with a wide range of viewpoints and experiences. Participation was optional, with permission acquired after providing individuals with relevant information, in accordance with ethical research standards that respect participants' rights and anonymity.

The research included a blend of questionnaires and semi-structured interviews to collect data on participants' attitudes, experiences, and perceptions of gamification in education. The surveys

included Likert-scale questions to quantitatively assess participants' perspectives, while the interviews provided qualitative insights into their individual experiences and recommendations for integrating gamification into teaching methodologies.

The process of data analysis included the use of quantitative techniques to analyze survey results, using statistical software to conduct descriptive and inferential statistics. Additionally, qualitative analysis was performed on interview transcripts to uncover recurrent themes and patterns. This method facilitates a thorough comprehension of the possible influence of gamification from the standpoint of those who are either about to join or currently employed in the primary education sector.

The acquired data were anonymised and analyzed using the statistical program SPSS Version 29.0.2.0. Descriptive and inferential statistics were used to evaluate the efficacy of gamification in comparison to conventional approaches. By adopting a holistic strategy, the study results are made more reliable and valid, therefore making a valuable contribution to the continuing conversation on novel teaching practices.

Results and discussion. The research included a heterogeneous cohort consisting of 75 pre-service teachers and 75 in-service primary school teachers, ranging in age from 21 to 45 years. The gender distribution was evenly split, with 60% of participants identifying as female (n=90) and 40% identifying as male (n=60). The participants were selected from several educational institutions to provide a broad representation of varied teaching backgrounds and experiences.

Descriptive statistical research provided considerable insights into individuals' perspectives of gamification in schooling. Most participants acknowledged the capacity of gamification to augment student involvement and motivation in the process of learning English. More precisely, the feedback showed a favorable opinion of using gamification tactics, with a noticeable eagerness to integrate these strategies into their teaching methods.

Table - 2. Summary of Participants' Responses on the Perception of Gamification Descriptive Statistics

Variable	N	Mean	Std. Deviation
Engagement with Gamification	150	4.23	0.89
Improvement in Language Skills	150	4.05	0.92
Preference for Gamified Learning	150	4.17	0.88

Table 2 replicates the given example, presenting a breakdown of the participants' demographic distribution, their institutional connections, and summarizing their replies to survey questions addressing the use of gamification in education. The text offers a succinct summary of the main discoveries, backed by descriptive data that depict participants' opinions and attitudes regarding the use of gamification in English instruction.

Participants identified various gamification components that they deemed very impactful, such as points, badges, and leaderboards. They hypothesized that these characteristics might greatly enhance an engaged and competitive learning atmosphere, hence promoting improved language acquisition.

Additionally, the research identified differences in the inclination to embrace gamification techniques between instructors who are now working and those who are still in training, indicating a want for additional instruction and support to allow the incorporation of these approaches into current educational frameworks.

The investigation revealed a robust agreement about the beneficial influence of gamification on learning results, with conventional teaching approaches being seen as much less captivating. Participants stressed the significance of incorporating cultural and linguistic components into

gamification in order to enrich the learning process and foster cultural consciousness among students.

Among the digital games, we can single out the Kahoot platform, which offers us the opportunity to design tests adapted to the needs of students, with the help of which we can collect measurable and quantitative information.

Participants used Kahoot as an interactive platform that uses game elements to increase competitiveness, challenge, interest, and encourage users to participate in experiences that positively impact their performance. Participants have critically considered the advantages and disadvantages of learning English using the Kahoot platform for students of the 3rd and 4th grade of primary school, as well as the moments that caused problems.

For primary school students, the Kahoot platform participation procedure is very simple. First, the primary school teacher should create a test, survey, or assignment type with questions on content that matches the child's ability.

After preparing a survey or assignment, the steps to follow are very simple, as the teacher gives them a PIN code that can be accessed from any electronic device and browser by logging into the Kahoot platform.

By entering the said PIN code and the nickname that identifies them, various questions suggested by the teacher will start appearing on the screen (figure 1).

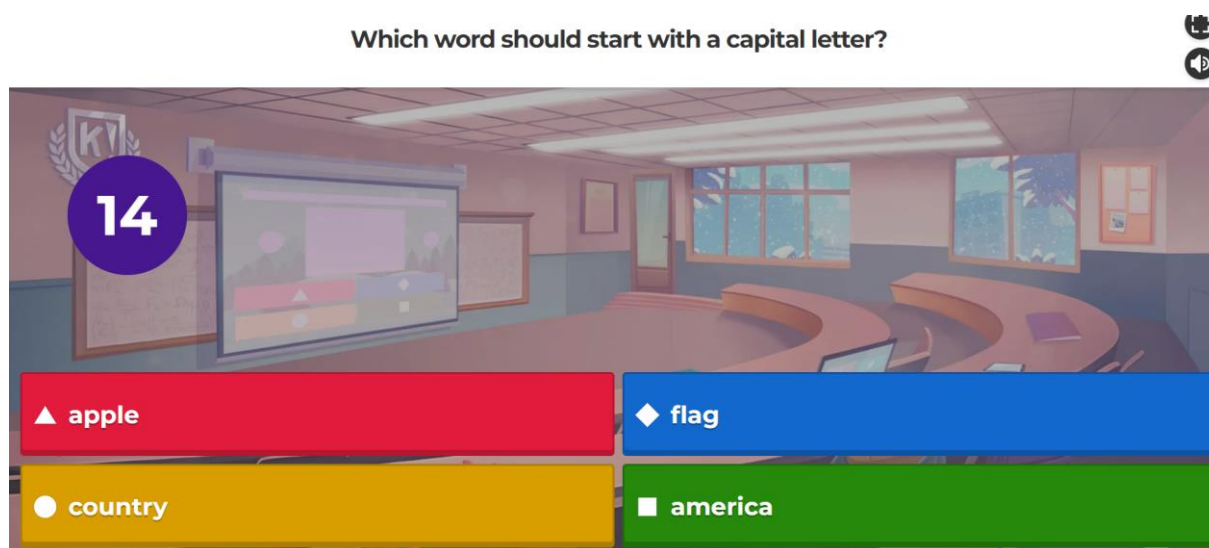


Figure 1 – Questions created on the Kahoot platform

Once a question is answered, the app provides immediate feedback so that each player is aware of the level obtained in the problem or content. In this way, not only the teacher evaluates, but also self-evaluation is realized (figure 2).

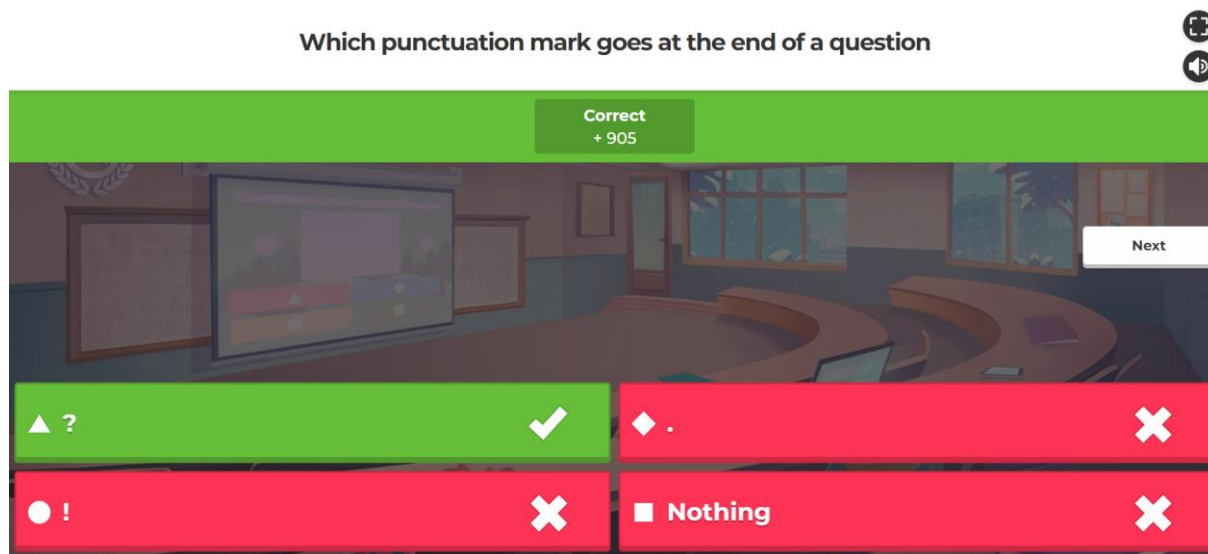


Figure 2 – Ability to receive feedback on questions created on the Kahoot platform

This platform has become a very popular platform for several years and is used by teachers of various educational levels due to its interactive nature, the almost instantaneous response process of participants and the general interest in promoting learning based on new technologies. It is completely free but user-friendly as it is a platform with limited features and easily accessible. Questions and tasks accompanied by musical rhythms, the ability to compose tasks or questions by inserting pictures and videos and most importantly, the student is given the opportunity to choose the time. It is generally well received by users. In addition, this software allows us to collect and present data.

The use of Kahoot as a gamification tool in the teaching-learning process of the English language in primary schools has been supported by various studies, which have demonstrated its positive impact on language learning and teaching. However, challenges such as over-competitive behavior among students and the need for further research for young learners should be considered when implementing gamification tools like Kahoot in primary school settings. In the figure 3 below, we have shown the main benefits as a result of our research.

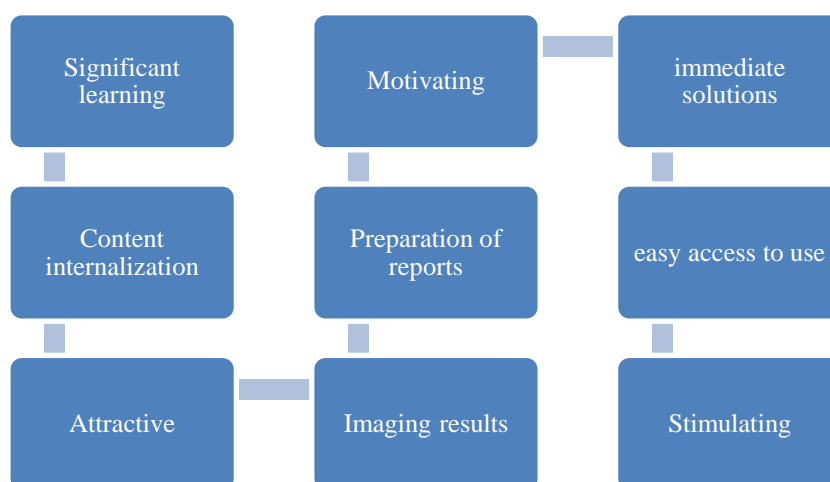


Figure 3 – Kahoot Benefits

Today, primary school students have several obstacles to learning English, including fear of learning a new language and lack of motivation. Considering the lack of motivation of the majority of primary school students regarding the subject of English at school, an innovative methodology dominated by game methods and new teaching strategies is urgently needed. For this, gamification is an ideal strategy, because by using game elements we can make English learning more enjoyable, engaging and interesting. The reason why gamification is effective when used in the classroom is that the primary school student is still a playful child who has not yet developed a passion for games.

This methodology has been tested in other studies and it has been shown to have very positive results for both students and teachers as it not only increases motivation in class but also improves outcomes and academic performance of subjects.

As we mentioned at the beginning of the article, gamification is a method that is rapidly spreading in today's teaching and learning process, primarily through technological applications.

More teachers are encouraged to incorporate this type of strategy into their lessons to keep students engaged and to achieve more meaningful internalization of content, making them dynamic and interesting.

For all these reasons, the main goal of our research will be to determine the knowledge of English language teachers in primary education about gamification and the methods of using games for the development of English as a foreign language in the classroom.

The use of the interview is mainly to obtain detailed information about the knowledge that primary education teachers have about the use of gamification in the classroom, also to find out to what extent they use it and their assessment of possible benefits or drawbacks for its application in class.

Studies have shown that the use of gamification may have favorable results in students' cognitive, motivational, and emotional achievements [18]. The majority of instructors have been seen using gamification in their English Foreign Language instruction, demonstrating its extensive use in educational environments [19]. The text discusses the philosophy of gamification in education, the benefits of gamification, the explanation of Kahoot, the advantages of utilizing Kahoot, and the use of Kahoot in the English classroom. It provides practical advice for educators on how to incorporate gamification into language instruction [20].

The integration of gamification into English language teaching in primary education is crucial due to its potential to enhance learning motivation and engagement among students. Gamification offers a dynamic platform for students to learn grammar effectively and positively in EFL, and can be widely used in various aspects of English learning, including vocabulary, grammar, listening, speaking, and reading. However, the use of gamification raises questions about student and teacher preferences for this form of learning. Research has shown that gamification can have positive effects on students' cognitive, motivational, and affective outcomes. It has been recommended as a teaching method for English language teaching at all levels of education.

Conclusion. After interviewing the teachers, collecting and analyzing the responses, very interesting data was collected, according to which the largest majority of 55% who said that they know about gamification and its use in the classroom, admit that they know about it because of studies in undergraduate, graduate or specialized courses, while the remaining small number The percentage of people who know something about gamification thanks to tools such as the internet, magazines or media is consistent.

Second, our study found that among the teachers we interviewed, teachers under the age of 45 used gamification techniques in their daily classes, compared to teachers who said they knew the term because of age. Half of people over 45 say they don't know the term gamification and they don't use anything related to it in their classes. They admit that they feel uncomfortable using new technologies.

Primary school teachers prefer to mix the most innovative methods, such as digital applications, with other traditional methods, especially when teaching more specific content that requires detailed explanations, such as grammar.

On the other hand, we found that teachers are aware of many apps, websites, games and game strategies that can be used. However, they admit that gamification requires a lot of commitment. This requires advance planning. Therefore, they still do not dare to introduce it regularly in their classes. As for the most used methods, they confirm that they use it in combination with traditional games and reward systems, with 70% of our interviewees confirming that they use sites as well as different platforms.

Finally, regarding the challenges that gamification brings, most of the interviewed teachers mention one of the following: lack of time and resources, lack of planning, and above all, little preparation.

Gamification is a well-accepted method among elementary education teachers, and most of them limit its use or associate it only with new technologies and electronic devices.

Gamification is not to be used in the classroom for no purpose, but to use the game in the learning process to achieve the goal, to increase the motivation of students.

After the diagnosis of the use of this methodology with primary school teachers of English language, both teachers and lecturers came to a common opinion that they would like to use the gamification technique more often in their classes.

Gamification has a great impact on the process of learning English in a game environment. This is very important because it increases students' active participation, motivation and interest in learning English.

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