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M.M. Duisenova^{1*}, A.N. Zhorabekova², T.A. Ainabekova¹, 2025.

¹U. Zhanibekov South Kazakhstan Pedagogical University, Shymkent, Kazakhstan;

²M. Auezov South Kazakhstan University, Shymkent, Kazakhstan.

E-mail: duisenova.marzhan@okmpu.kz

GAMIFICATION STRATEGIES IN PRIMARY SCHOOL ENGLISH CLASSES: ENHANCING MOTIVATION AND LANGUAGE ACQUISITION THROUGH DIGITAL GAMES

Duisenova Marzhan Moldakassymovna – PhD. U.Zhanibekov South Kazakhstan Pedagogical University, Shymkent, Kazakhstan, E-mail: duisenova.marzhan@okmpu.kz, <https://orcid.org/0000-0001-5684-7364>;

Zhorobekova Ainur Nazimbekovna – PhD, associate professor, M.Auezov South Kazakhstan University Shymkent, Kazakhstan. E-mail: ainur-zhorabekova@mail.ru. <https://orcid.org/0000-0003-2697-8077>;

Ainabekova Tengagul Abdikadirovna – Candidate of Philological Sciences, Associate Professor, U.Zhanibekov South Kazakhstan Pedagogical University, Shymkent, Kazakhstan, E-mail: tengesh2005@mail.ru, <https://orcid.org/0009-0005-5711-1822>.

Abstract. This study investigates the role of gamified strategies in enhancing English language teaching for pre-elementary learners. Specifically, it evaluates how computerized games can improve motivation and language acquisition among young learners. The research adopts a qualitative approach, collecting data from two educational institutions in Kazakhstan through pretests and posttests to measure learners' progress in English proficiency after the intervention.

The study aims to examine the effects of gamification on motivation and language acquisition, focusing on its potential for building vocabulary and grammar among primary school pupils. Sixty-eight third- and fourth-grade students participated in the study, which utilized an experimental design incorporating pretests and posttests to assess language improvement. The digital games served as central teaching tools, appealing to students while reinforcing language comprehension. Results revealed significant improvements in vocabulary acquisition and grammatical competence, alongside increased student engagement and motivation. The immersive, competitive aspects of gamification reduced demotivation, fostering active participation. These

findings underscore the potential of gamified strategies to transform primary language education, offering models that institutions can adapt or replicate.

The study highlights the need for further research into the long-term impacts and broader applicability of digital gamification in language education, providing valuable insights for educators and policymakers exploring innovative teaching methods.

Key Words: Educational technology, gamification, learning process, learning, pedagogical strategy, primary school, teaching.

М.М. Дуйсенова^{1*}, А.Н. Жорабекова², Т.А. Айнабекова¹, 2025.

¹ Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Шымкент, Қазақстан;

² М. Әуезов атындағы Оңтүстік Қазақстан университеті, Шымкент, Қазақстан.

*E-mail: duisenova.marzhan@okmpu.kz

БАСТАУЫШ СЫНЫПТАРҒА АҒЫЛШЫН ТІЛІН ОҚЫТУДА ГЕЙМИФИКАЦИЯ СТРАТЕГИЯЛАРЫ: ЦИФРЛЫҚ ОЙЫНДАР АРҚЫЛЫ МОТИВАЦИЯ МЕН ТІЛДІ МЕНҒЕРУДІ ЖЕТІЛДІРУ

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Жорабекова Айнур Назимбековна – Ph.D, қауымдастырылған профессор, М. Әуезов атындағы Оңтүстік Қазақстан университеті, Шымкент, Қазақстан, E-mail: ainur-zhorabekova@mail.ru, <https://orcid.org/0000-0003-2697-8077>;

Айнабекова Тенгекул Абдикадировна – ф.ғ.к., доцент, Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Шымкент, Қазақстан, E-mail: tengesh2005@mail.ru, <https://orcid.org/0009-0005-5711-1822>.

Аннотация: Бұл зерттеу ағылшын тілін оқытуда ойын элементтерін қолданудың тиімділігін зерттейді. Нақтырақ айтқанда, компьютерлік ойындардың жас оқушылардың мотивациясын арттырып, тілдік дағдыларын жақсартуға қалай ықпал ететінін бағалайды. Зерттеу Қазақстанның екі білім беру мекемесінен алынған мәліметтерді алдын ала және кейінгі тестілеулер арқылы жинап, араласу шараларынан кейін оқушылардың ағылшын тілін меңгеру прогресін өлшеу үшін сапалық әдісті қолданады.

Зерттеу мотивация мен тіл меңгеруге геймификацияның әсерін зерттеуді мақсат етеді, сонымен қатар бастауыш мектеп оқушыларының сөздік қорын және грамматиканы дамытудағы мүмкіндіктерін көрсетеді. Зерттеуге үшінші және төртінші сыныптың 68 оқушысы қатысты, және тіл меңгерудегі жетістіктерді бағалау үшін алдын ала және кейінгі тестілеулерді қамтитын эксперименттік дизайн қолданылды. Цифрлық ойындар негізгі оқыту құралы ретінде қызмет атқарып, оқушылардың тілдік материалды игеруін нығайта отырып, олардың қызығушылығын арттырды. Нәтижелер сөздік қорын игеру мен грамматикалық дағдыларды жетілдіруде елеулі ілгерілеуді

көрсетті, сонымен қатар оқушылардың мотивациясы мен белсенділігі артты. Геймификацияның қызықты және бәсекеге қабілетті элементтері мотивацияның төмендеуін азайтып, белсенді қатысуды ынталандырды. Бұл зерттеу геймификация стратегияларының бастауыш сыныптағы тілдік білім беруді өзгерту әлеуетін көрсетіп, мекемелер бейімдей алатын немесе қолдана алатын үлгілерді ұсынады.

Зерттеу геймификацияның тілдік білім берудегі ұзақ мерзімді әсері мен кеңінен қолданылуын зерттеудің қажеттілігін көрсетеді, педагогтар мен саясаткерлерге инновациялық оқыту әдістерін зерттеуде құнды мәліметтер береді.

Түйін сөздер: Білім беру технологиялары, геймификация, оқу процесі, оқыту, педагогикалық стратегия, бастауыш мектеп, оқыту.

М.М. Дуйсенова^{1*}, А.Н. Жорабекова², Т.А. Айнабекова¹, 2025.

¹ Южно-Казахстанский педагогический университет им. О. Жанибекова, Шымкент, Казахстан;

² Южно-Казахстанский университет им. М. Ауэзова, Шымкент, Казахстан.
*E-mail: duisenova.marzhan@okmpu.kz

СТРАТЕГИИ ГЕЙМИФИКАЦИИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА В НАЧАЛЬНОЙ ШКОЛЕ: ПОВЫШЕНИЕ МОТИВАЦИИ И ЭФФЕКТИВНОСТИ ОБУЧЕНИЯ С ПОМОЩЬЮ ЦИФРОВЫХ ИГР

Дуйсенова Маржан Молдакасымовна – PhD, Южно-Казахстанский государственный педагогический университет, Шымкент, Казахстан, E-mail: duisenova.marzhan@okmpu.kz, <https://orcid.org/0000-0001-5684-7364>;

Жорабекова Айнур Назимбековна – PhD, ассоциированный профессор, Южно-Казахстанский университет им. М.Ауэзова, Шымкент, Казахстан, E-mail: ainur-zhorabekova@mail.ru, <https://orcid.org/0000-0003-2697-8077>;

Айнабекова Тенгекүл Абдикадировна – к.ф.н., доцент, Южно-Казахстанский педагогический университет им. О.Жанибекова, Шымкент, Казахстан, E-mail: tengesh2005@mail.ru, <https://orcid.org/0009-0005-5711-1822>.

Аннотация. Данное исследование посвящено изучению роли игровых стратегий в обучении английскому языку для младших школьников. Особое внимание уделено оценке того, как компьютерные игры способствуют повышению мотивации и улучшению языковых навыков у детей. Исследование основано на качественном подходе: данные были собраны в двух учебных заведениях Казахстана с использованием предтестов и посттестов для оценки прогресса учащихся в изучении английского языка после внедрения игровых стратегий.

Цель исследования — изучить влияние геймификации на мотивацию и языковое развитие, с акцентом на ее потенциал для развития словарного запаса и грамматики у учащихся начальных классов. В исследовании приняли участие 68 учеников третьего и четвертого классов. Экспериментальный

дизайн включал использование предтестов и посттестов для оценки прогресса в обучении. Цифровые игры были центральными инструментами обучения, что способствовало повышению вовлеченности учащихся и усвоению языкового материала. Результаты показали значительное улучшение в освоении словарного запаса и грамматических навыков, а также рост мотивации и вовлеченности учащихся. Интерактивные и соревновательные аспекты геймификации снизили уровень демотивации и способствовали активному участию. Исследование подчеркивает потенциал игровых стратегий в трансформации начального языкового образования, предлагая модели, которые могут быть адаптированы или использованы учреждениями.

Исследование также указывает на необходимость дальнейших исследований долгосрочных эффектов и более широкого применения геймификации в языковом обучении, предоставляя педагогам и политикам ценные данные для изучения инновационных методов обучения.

Ключевые слова: образовательные технологии, геймификация, учебный процесс, обучение, педагогическая стратегия, начальная школа, преподавание.

Introduction. In this research, we observed and analyzed the development of the grammatical component in a foreign language (English) among fourth-grade students in primary school. Pedagogical strategy based on gamification to implement the project. The students in grade 4 who were included in this study were following traditional methods of learning English, and the teachers involved had a master's degree or a special digital certificate in this field of education. The gamification strategy was designed to make the process of learning a foreign language enjoyable for both teachers and students, and to ensure that meaningful learning took place.

At the first stage, mastering the grammatical component of the English-speaking competence of primary school students and diagnosing the current situation from the point of view of education. The second stage, aimed at creating a pedagogical strategy, is to use gamification to ensure healthy competition and motivation among students through play and meaningful learning, thereby facilitating the teaching and learning process; the third stage, in which the mentioned strategy is implemented and, finally, the impact on students is assessed.

Gamification is chosen as a strategy for the English teaching-learning process, since it is an audiovisual resource, according to Dehghanzadeh H. et al., it refers to the interaction between peers, with the teacher and with digital resources (Dehghanzadeh, 2021). Speaking at a meeting of the Council of Foreign Investors, President Kassym-Jomart Tokayev noted that managing digital trends will require a change in our approach to digital literacy and education (Tokaev, 2023). Consequently, through this article, it was proposed to analyze how gamification can contribute to the teaching of English in a virtual education.

The above implies that primary school students know a short range of words, which generates difficulties in receiving and producing the language since vocabulary is fundamental for reading, writing, listening, and speaking a language, because “in

order to progress in a foreign language, learners need to be able to understand what they are hearing and reading” (Saidbakhramovna, et al., 2021). In addition to the lack of vocabulary, demotivation is another problem. According to Falout, Elwood and Hood “demotivation can negatively influence the learner’s attitudes and behaviors, degrade classroom group dynamics and the teacher’s motivation, and result in long-term and widespread negative learning outcomes” (Falout, et al., 2009).

The purpose of this study was to implement a course of action in which, through gamification tools, vocabulary learning was strengthened and the motivation of elementary school students towards learning English was increased. This research focused on strengthening vocabulary acquisition because it is an essential component in the development of English learners (Hao, et al, 2021) and on increasing students’ motivation, thus improving their academic performance (Gottfried, 2019).

Conducted at the educational institution in Turkestan and Shymkent, this study played a significant role in improving vocabulary learning. It accomplished this by not only raising teachers’ awareness of the importance of using gamification as a pedagogical tool for teaching foreign languages but also by fostering positive changes in students’ attitudes towards language.

This research not only benefited our pedagogical practice and our role as researchers, but in turn provided useful data that can be used to simplify the teaching-learning process, so that non-English-speaking teachers are able to deliver meaningful lessons.

This study seeks to gain a complete understanding of the elements that either improve or hinder the success of gamification by analyzing a wider range of educational environments. The results will assist in customizing gamification tactics that may be adjusted to various educational settings, thereby enhancing their overall effectiveness and practical usefulness.

Materials and methods. The use of digital games in primary school English classrooms may greatly boost motivation and language learning, hence considerably benefiting gamification tactics. Studies have demonstrated that utilizing digital game-based methods can successfully enhance vocabulary acquisition (Kazu, et al., 2023), boost motivation (Kashive, et al., 2023), sustain learners’ engagement and goal-oriented activities (Chen, et al., 2021), and foster creativity in language learning (Lee, 2019). According to Klimova et al. (2023), these games are effective instruments for enhancing students’ language skills.

Furthermore, including digital games in language training has the potential to decrease anxiety associated with acquiring a second language (Chung, et al., 2017), encourage ongoing participation via features such as digital badges (Yang et al., 2015), and provide a method for delivering valuable feedback to learners (Liu, 2023). The design elements of digital games, such as customization and interaction, are essential factors in determining their efficacy for language acquisition (Klimova, et al., 2023). Moreover, research has linked exposure to digital games with enhanced proficiency in acquiring a target language (Thurairasu, 2022).

Although the advantages of using digital games for language acquisition are clear,

it is important to investigate any possible negative consequences of gamified learning (Yaccob, et al., 2022). Additional research is required to explore the factors that influence the acquisition and retention of vocabulary during game-based learning in order to enhance the learning experience (Lee, 2022). Integrating digital games into language learning settings has the capacity to connect students' digital-vernacular skills with instructional assistance, hence increasing engagement and relevance (Thorne, et al., 2020).

To summarize, including digital games in primary school English classrooms may be a beneficial means of increasing motivation and facilitating language learning. Through the use of the captivating and interactive qualities of digital games, educators have the ability to develop immersive learning experiences that accommodate the varied requirements of students, eventually promoting a more efficient and pleasurable language learning process.

The issue at hand is the decline in motivation and interest among students in studying foreign languages, namely English, in modern education. Conventional instructional approaches often fail to promote active student participation in the learning process and neglect to consider the unique attributes of each student. An essential component of acquiring a foreign language is the mastery of vocabulary, which is vital for the advancement of all forms of language skills: speaking, writing, reading, and listening. The learning process is greatly complicated by a lack of vocabulary knowledge and enthusiasm, resulting in decreased academic performance and demotivation among pupils.

The major objective of this research is to create and evaluate a teaching approach that incorporates gamification concepts in order to enhance the English language skills of elementary school children. The research seeks to ascertain the efficacy of using digital games as instructional tools to enhance motivation and facilitate English language acquisition, while also bolstering students' vocabulary proficiency.

Evaluating the present English language skills of elementary school kids, focusing particularly on their vocabulary and grammatical abilities.

The creation and execution of an educational approach centered on gamification to facilitate the acquisition of English language skills.

Evaluating the influence of gamified instructional approaches on students' motivation and academic performance in the context of learning the English language.

An investigation on students' perspectives on the use of digital games as an educational instrument and their disposition towards the process of learning English in a novel format.

Providing suggestions for using gamification in foreign language classes in elementary school to enhance the educational process.

Practical importance of the research: The findings of this research may be used to enhance the efficacy of English instruction in elementary schools, bolster motivation, and stimulate the learning process via the utilization of digital games.

The research employed qualitative and quantitative methods. The study included primary school students from General Secondary School No. 133 and Gymnasium

School No. 64 named after Zh. Aimauytov under the Department of Education of the City of Shymkent. A total of 68 pupils in grade 4 participated in the survey, without considering gender. A grammatical competence test was created to assess the students' English language proficiency. A specific pedagogical strategy was developed, which integrated gamification elements and utilized digital games as educational resources. Four interventions were implemented as part of the pedagogical strategy, involving gamified activities using digital educational resources. A post-test was conducted to evaluate the students' progress in English language proficiency following the interventions.

The study employed a qualitative research approach to gain a deeper understanding of the impact of the pedagogical strategy on the pupils' language acquisition and motivation. A specific model of studying pedagogical activity was adopted as the theoretical framework for the research. The study followed a pretest and post-test design, comparing the pupils' grammatical competence before and after the interventions. The results obtained from the pretest and post-test were statistically analyzed to determine the effectiveness of the pedagogical strategy. The statistical comparison aimed to assess the impact of the developed strategy on the pupils' language proficiency. The study utilized information and communication technologies, specifically digital educational resources, to implement the gamified pedagogical strategy and enhance student engagement and attention.

The study employed diverse tools to gather data on the influence of gamification on English instruction in elementary schools. The assessments conducted consisted of pre-test and post-test evaluations, as well as the administration of surveys and questionnaires, along with systematic observations. The intervention utilized digital games and gamification components, including point scoring, accomplishment badges, and leaderboards, to cultivate a competitive learning atmosphere. Thematic analysis was conducted on qualitative data obtained from questionnaires and observations to identify prevailing themes about student and instructor perspectives on the gamification method. The gamification technique was assessed based on many factors, such as enhancements in language competency, motivational influence, and educational results. This complete methodological framework guarantees the dependability and accuracy of the study's results, offering a strong foundation for assessing the influence of gamification on primary school English instruction.

Results and discussion. The research was to determine the effectiveness of gamification in schools using digital games and mobile applications. The researchers conducted a comparative analysis between the group in which gamified tasks were used and the control group. The results of the study confirmed the positive impact of gamification on the motivation and academic performance of students.

According to Kalizhanova A.N. et al, language is not static knowledge. Language competence is not a finished product and not a set of rules (intuitive to a native speaker of a certain natural language), unchangeable in time and space (Kalizhanova, et al., 2017). It follows that just as a language is being transformed in terms of its

use, meanings and applications, teaching methodologies should correspond to these changes without changing the language or teaching it superficially.

In particular, by taking into account various problems and setting specific standards of competitiveness and cooperation between students, it is possible to strengthen the mechanism, which, although it causes competition between partners, can also be very beneficial for achieving individual goals.

In particular, linking gamification components such as badges, scores, ratings and levels can be a valuable tool for learners to gain recognition for demonstrated skills or knowledge of English, especially in the field of grammar. Individual achievements and overall progress reflected in ratings may signify both personal motivation for language proficiency improvement and collective efforts within the language learning community.

A points and rewards system can effectively implement gamification. This approach includes giving students points for completing tasks, quizzes, and participating in class activities. These points can then be exchanged for tangible rewards, like extra recess time or small prizes. This incentivizes student engagement and performance. For instance, students can earn points for correct answers in a vocabulary quiz. They can then use these accumulated points to “purchase” hints for difficult questions or earn extra privileges.

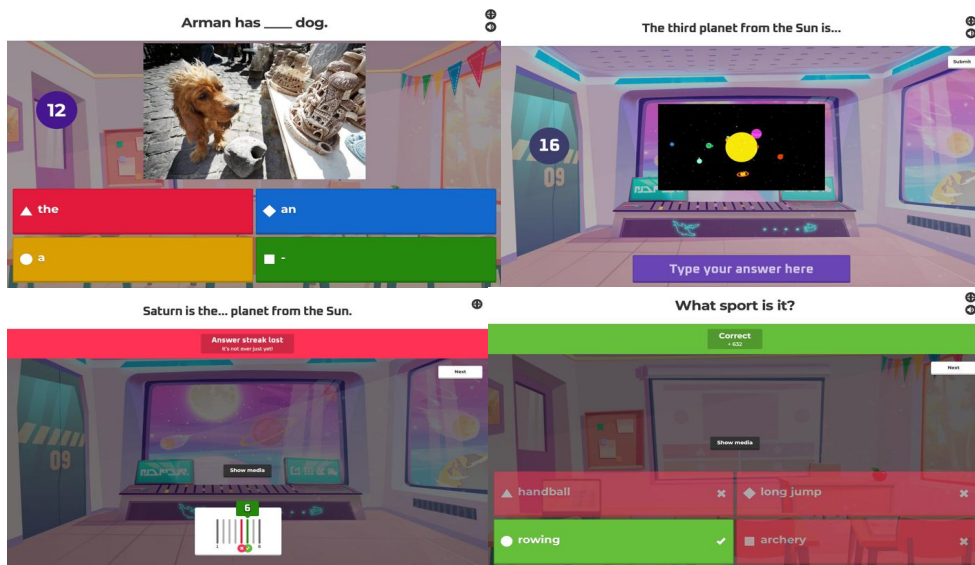
Leaderboards serve as potent gamification tools by displaying student rankings based on their performance in various activities and assessments. Updating class leaderboards weekly can foster healthy competition among students, motivating them to strive for higher scores and enhancing their overall performance and engagement. For example, a leaderboard showcasing the top-performing students in vocabulary tests can inspire others to improve their scores and earn recognition.

Badges and Achievements: A badge system, in which students earn digital or physical badges for reaching specific milestones, is an effective gamification strategy. These milestones might include mastering a set of vocabulary words or completing a series of grammar exercises. Awarding badges for achievements such as “Vocabulary Master,” “Grammar Winner,” or “Participation Star” gives students a sense of accomplishment, and they can proudly collect these badges. This further motivates them to actively engage with the learning material.

Models of Gamification in English Language Teaching: Kahoot+ premium: Kahoot! is an interactive quiz platform that allows educators to create engaging and educational quizzes on various topics. This model provides immediate feedback and can be used to reinforce vocabulary and grammar. By using Kahoot! for weekly vocabulary reviews, students can participate using their devices, answering questions in real-time. The platform instantly provides scores and rankings, making the learning process dynamic and competitive. For example, a teacher can create a Kahoot! quiz that focuses on newly learned vocabulary, allowing students to review and reinforce their knowledge in a fun and interactive way.

20 lessons were created for this study using the Smiles for Kazakhstan Grade 4 Pupil’s Book by Dooley Jenny (<https://create.kahoot.it/course/411b509f-b805-426f->

bc19-a4eb5015499d). Each lesson consists of 10 to 20 questions or tasks, and we used the Kahoot! platform as a model for gamifying English language teaching. The lessons were designed to focus on specific vocabulary and grammar areas, aiming to reinforce students' knowledge through interactive and engaging activities. Each lesson was structured to provide immediate feedback to students, creating a dynamic learning environment.



Pic.1 - Gamified Language Learning Exercises using Kahoot!: Vocabulary and Grammar Practice

The Kahoot! quiz questions were strategically designed to develop different aspects of language proficiency (picture 1):

First Image (Arman has ___ dog.): This question was used to develop grammar skills, specifically focusing on the correct usage of articles (“a,” “an,” and “the”). The question helped students practice distinguishing between definite and indefinite articles in context.

Second Image (The third planet from the Sun is...): This open-ended question was employed to develop vocabulary, as it required students to recall and type the correct term (“Earth”), reinforcing their understanding of basic astronomical terms and the corresponding vocabulary.

Third Image (Saturn is the... planet from the Sun.): This multiple-choice question was designed to develop students' grammar skills, particularly in understanding and using ordinal numbers correctly in sentences. It also reinforced students' knowledge of planetary order in the solar system.

Fourth Image (What sport is it?): This question focused on developing vocabulary by asking students to identify a sport. It provided a context for students to apply and reinforce their knowledge of sports-related vocabulary.

The use of Kahoot! enabled students to actively participate in weekly vocabulary and grammar reviews. By answering questions in real-time using their devices, students engaged with the material in a competitive and motivating way. The platform's features, such as instant scoring and ranking, helped create a sense of competition, which has been proven to increase student motivation and participation.

The results showed that students were more engaged and responsive during lessons that included Kahoot! quizzes compared to traditional teaching methods. The immediate feedback and competitive aspect effectively increased students' motivation to learn and remember new vocabulary and grammar structures. Additionally, the interactive nature of Kahoot! made the learning experience more enjoyable, resulting in higher student satisfaction and participation rates.

Overall, the incorporation of Kahoot! in our lessons showcased the efficacy of gamification as a means to boost student engagement and improve learning outcomes in English language teaching.

By using the gamification strategy during the lesson, we could observe the progress of the students since the development of these had different stages in which new vocabulary was first presented and then put into practice through attractive group activities in order to achieve a good production. The majority of sessions were notably effective in enhancing vocabulary retention and application, as evidenced by the following pie chart. 75% of students reported significant vocabulary acquisition during English classes, while 87% found it easier to remember the newly learned words.

Figure 1 presumably depicts the measurable enhancement in vocabulary acquisition among elementary school children who engage in gamified English classes. The data might depict the proportion of students who reported a substantial augmentation in the quantity of vocabulary acquired throughout the intervention. Linking this data to the broader research, it emphasizes the efficacy of gamification in improving vocabulary development, a vital aspect of language acquisition.

HOW MUCH VOCABULARY DO YOU THINK YOU LEARN DURING ENGLISH CLASSES?

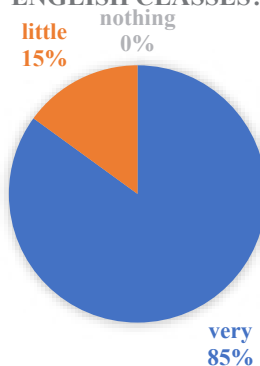


Fig. 1 - Vocabulary learning

**DOES IT MAKE IT EASIER FOR YOU TO REMEMBER THE
VOCABULARY
LEARNED?**

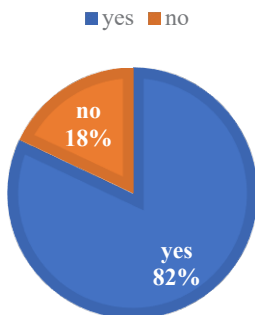


Fig. 2 - Retention of vocabulary

Figure 2 likely illustrates the efficacy of gamification tactics in retaining recently learned language. This graphic provides concrete evidence in favor of the research's assertion that gamification enhances both the acquisition and long-term retention of vocabulary by demonstrating the students' strong recall of the learned terms. This image enhances figure 1 by illustrating not only the acquisition of information but also its enduring retention over an extended period of time.

In the opinion of Skuballa I.T., Dammert A., Renkl A., cognitive strategies can be defined as planned behaviors that select and organize cognitive, affective and motor mechanisms in order to face global or specific learning problem-situations (Skuballa, et al., 2018). In this way, the cognitive experience was developed in the interventions, since the practical activities work on the plane of action, doing and knowing and integrating the elements of the real environment. On the other hand, through the cognitive experience, the students were able to use their metacognitive knowledge to effectively self-regulate their learning.

Figure 3 depicts statistics about students' views of the efficacy of using acquired vocabulary in real-world scenarios, highlighting the practicality of language acquisition via the use of gamification. It may demonstrate the proportion of students who considered the practical use of language in real-life situations to be helpful, emphasizing the strategy's function in connecting classroom learning with practical application.

As can be seen in the following pie chart, 60% of students say that it is good to use the vocabulary learned in real situations:

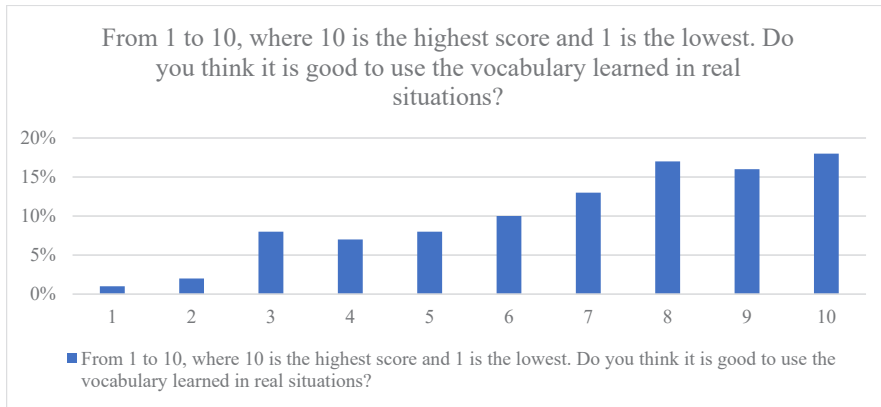


Fig. 3 - Experiential learning

Different layers of objectives appear in the games depending on whether they are long-term (completing the game), medium-term (completing the levels in the game) or short-term (completing the missions of the levels). Normally, the requirements to complete a certain object become more and more difficult as the player gets closer to achieving the long-term contents. In this way, players learn and practice the skills that will allow them to face challenging situations throughout the game.

The typical structure of video games to design gamification proposals in the classroom. Thus, we divided the work into long-, medium- and short-term objectives. In this way, students will acquire the skills in a progressive way, practicing them before demonstrating the mastery in the evaluation tests. Here we show two different ways to pose the objectives in a gamification proposal:

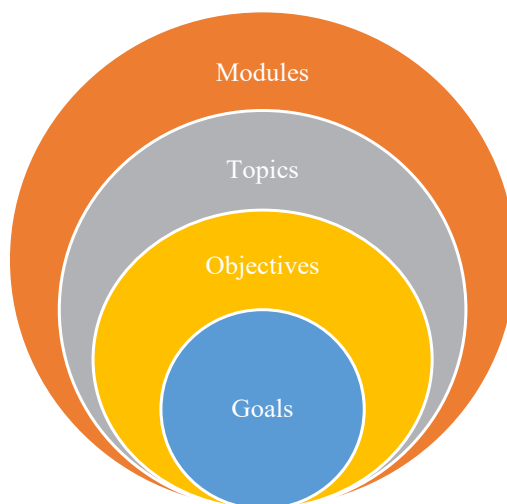


Fig.3 - Linear flow of objectives [10].

Picture 3 responds to a linear structure model that requires a person to overcome a number of goals in order to achieve goals, which in turn lead to mastering several subjects in order to successfully complete a unit. This system allows students to practice skills before assessment in addition to increasing the likelihood that students will reach a “flow state”.

As mentioned above, it can be seen in the following graph that the total number of students considers that the use of images, videos, songs and games are very important in the process of learning new lexical elements.

Figure 4 demonstrates the significance of including audiovisual elements, such as photos, movies, music, and games, in the process of acquiring new vocabulary, as viewed by the students. This graphic illustrates the comprehensive nature of gamification tactics, which extend beyond basic game mechanics to include a range of multimedia features. These aspects serve to increase user involvement and support different styles of learning.

How important is the use of images, videos, songs and games in learning new vocabulary?

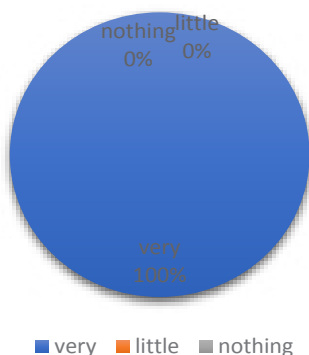


Fig. 4 - Use of audiovisual material

Additional examination of student attributes: This study investigated the impact of student demographics, specifically focusing on age within a small range, on their response to gamification tactics in educational settings. The emphasis was placed on primary school pupils, particularly those in the 3rd and 4th grade.

The age data was divided into two categories: 3rd grade students, who are usually between 8 and 9 years old, and 4th grade kids, who are often between 9 and 10 years old.

The investigation uncovered a subtle distinction in the efficiency of gamification between the two age cohorts. Although both grade levels demonstrated good engagement with gamified learning tools, 4th grade students shown marginally superior levels of strategic thinking and problem-solving abilities in gamified

exercises. As an illustration, the rate at which advanced gamified assignments were finished was almost 10% more among 4th pupils in comparison to 3rd graders.

A chi-square test was conducted to assess the disparities in task completion rates between the two age groups. The results showed $\chi^2(1, N=68)=4.56, p=.033$, indicating a significant statistical difference.

Academic performance was categorized based on school records into three groups: high achievers, medium achievers, and low achievers.

Both age groups of high achievers shown greater involvement with the gamification features, resulting in a 12% improvement in cognitive task performance on the gamified platform compared to their lower-achieving counterparts. Notably, the distinction was more noticeable in the 4th grade, suggesting a potential connection between age and academic achievement.

A multiple regression analysis was performed to predict the effectiveness of gamification based on prior academic achievement and age group. The analysis indicated that both predictors, age group ($\beta = .30$) and prior academic performance ($\beta = .50$), are statistically significant in predicting gamification success ($R^2 = .24, p < .001$).

The statistics demonstrate the impact of small variations in age, even among students who are only one year apart, such as those in 3rd and 4th grade, on the results of gamified learning. The results emphasize the significance of using gamification tactics that are suitable for the age and cognitive development of pupils. Moreover, the correlation between age and academic performance indicates that older and more successful students may possess greater abilities to take use of the advantages offered by gamified learning settings.

Currently, many institutions declare that they have left the traditionalist model behind and are using a new model, that ICTs are being introduced into didactic plans for various competencies in order to make teaching and learning processes more meaningful, classes more dynamic and motivating for students.

An important factor in internalizing a second language like English is related to the pedagogical methods or strategies developed in the classroom that encourage and motivate students to want to learn. The significance of ICT (Information and Communication Technology) is acknowledged in this context, given its widespread integration into various facets of human existence. ICT has played a transformative role, enhancing processes and making valuable contributions to educational activities by offering innovative and captivating strategies for student engagement. Therefore, it is important to make appropriate use of these resources, which will lead to improvement in educational processes by implementing didactic proposals based on gamification that integrate the learning of English as a second language and emerging technologies as a necessity. This involves establishing pedagogical methods that enhance the internalization of basic English vocabulary at each stage of education.

Conclusion. The conclusion of this study demonstrates the positive impact of implementing a pedagogical strategy based on gamification in primary school

English classes. Through the use of digital games and gamified activities, significant improvements were observed in the students' grammatical competence and language acquisition.

The findings highlight the effectiveness of gamification as an educational approach, particularly in the context of language learning. The integration of gamified activities stimulated student participation, engagement, and motivation, leading to enhanced learning outcomes. The use of information and communication technologies (ICT) in education proved to be a valuable resource, providing interactive and collaborative opportunities for students to engage with the English language.

The study also shed light on the importance of vocabulary acquisition in language development. By utilizing gamification tools, students were able to expand their vocabulary and apply new words in meaningful contexts. This finding underscores the significance of incorporating gamification strategies to address vocabulary challenges among primary school learners.

Moreover, the research revealed that demotivation can hinder language learning progress. However, the implementation of gamification strategies effectively mitigated student demotivation, fostering positive attitudes towards English language learning. The competitive and enjoyable nature of gamified activities created a conducive learning environment, improving classroom dynamics and overall academic performance.

This study was conducted at the General Secondary School No. 133 and Gymnasium School No. 64 named after Z. Aimauytov under the Department of Education of the City of Shymkent serving as a model for other educational institutions. The findings contribute to the growing body of literature on gamification and its application in language education. The positive outcomes of this research offer practical insights for teachers, enabling them to integrate gamification techniques and digital resources into their pedagogical practices effectively.

In conclusion, the implementation of a pedagogical strategy based on gamification in primary school English classes has proven to be a valuable approach for enhancing motivation, language acquisition, and grammatical competence. The results of this study advocate for the adoption of gamification strategies and the utilization of digital educational resources to facilitate meaningful and engaging language learning experiences. Future research could delve further into the long-term effects of gamification and explore additional elements that can be incorporated to optimize language learning outcomes in primary school settings.

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