THE USE OF GAME-BASED TECHNOLOGIES IN RUSSIAN LANGUAGE LESSONS IN GRADE 5 AS A MEANS OF ENHANCING LEARNING MOTIVATION

Kumush Tukhtamurodovna Razzokova
Second-Year Master's Student, Faculty of Pedagogical Education,
Tashkent Branch of the **Lomonosov Moscow State University**
E-mail: kumushrazzoqova1701@gmail.com

Abstract: This study examines the role of game-based learning technologies in enhancing the learning motivation of 5th-grade students during Russian language lessons at Secondary School No. 90 of the Republic of Uzbekistan. The research analyzes the theoretical foundations of game-based learning, identifies the psychological mechanisms underlying the motivation of 11–12-year-old learners, and evaluates the effectiveness of various educational gaming activities. A pedagogical experiment involving 30 fifth-grade students was conducted over a four-month period. The intervention included offline educational games, interclass competitions, textbook QR-code activities, linguistic quests, role-playing tasks, and gamified language exercises. The findings demonstrated a significant positive impact of systematic game-based instruction on students' cognitive engagement, classroom participation, and sustained learning motivation. Quantitative and qualitative analyses revealed an increase in students with high learning motivation and a decrease in those with low motivation. The study confirms that integrating traditional and digital game-based approaches into Russian language instruction contributes to the development of communicative competence, critical thinking, creativity, and academic achievement. The results highlight the pedagogical effectiveness of game technologies in modern educational settings and support their broader implementation within the framework of educational modernization and digital transformation in Uzbekistan.

Keywords: game-based learning, educational technologies, learning motivation, Russian language teaching, fifth-grade students, gamification, cognitive activity, digital learning, QR-code activities, educational innovation, student engagement, pedagogical experiment, communicative competence, academic achievement, Uzbekistan education system.

The present study examines the issue of developing learning motivation among fifth-grade students through the use of game-based technologies during Russian language lessons at Secondary School No. 90 of the Republic of Uzbekistan. The theoretical foundations of game-based learning were analyzed, the psychological mechanisms of motivation among 11–12-year-old students were identified, and various gaming methods were implemented. The obtained results confirmed the necessity of integrating game-based technologies into the educational process under the conditions of curriculum modernization. The study describes a pedagogical experiment conducted over a four-

month period involving 30 fifth-grade students. The experiment included offline educational games, interclass competitions, and activities based on textbook QR codes. Quantitative and qualitative findings demonstrate the positive impact of systematic use of game-based technologies on students' cognitive engagement and sustainable learning motivation.

The modern educational system of the Republic of Uzbekistan is aimed at developing active and independent learners. In the context of digitalization and curriculum renewal, the search for effective methods of increasing adolescents' learning motivation has become particularly relevant. The problem of motivation has been extensively studied in the works of Lev Vygotsky, Daniil Elkonin, and Alexei Leontiev. According to Vygotsky's cultural-historical theory, a child's development occurs within the zone of proximal development through active engagement in learning activities. Elkonin viewed play as the leading type of activity that promotes intrinsic motivation and self-regulation. Contemporary studies emphasize that game-based technologies are not merely a form of entertainment but an effective pedagogical tool that increases students' interest in learning.

The aim of the study was to analyze and experimentally demonstrate the effectiveness of game-based technologies in Russian language lessons for fifth-grade students as a means of enhancing learning motivation.

The objectives of the study were:

1. To analyze psychological and pedagogical literature on learning motivation.
2. To identify the characteristics of learning motivation among fifth-grade students.
3. To develop a system of game-based learning activities.
4. To conduct a pedagogical experiment.
5. To analyze the dynamics of motivational indicators.

The object of the study was the process of teaching the Russian language in fifth-grade classes.

The subject of the study was game-based technologies as a means of developing learning motivation.

The research hypothesis stated that the systematic use of game-based technologies increases students' learning motivation.

Theoretical Foundations of Game-Based Technologies

Learning motivation is considered a combination of internal and external incentives that encourage educational activity. According to L.I. Bozhovich, stable cognitive interest develops in emotionally rich learning environments. The theoretical foundations of learning motivation have also been explored by A.K. Markova and I.A. Zimnyaya.

Game-based technology is defined as a pedagogically organized activity with a clear educational objective implemented through game forms. Modern educational technologies have been extensively described in the works of G.K. Selevko, E.S. Polat,

and M.V. Klarin. In Uzbek schools, game-based technologies are especially relevant because modern textbooks contain QR codes with interactive tasks, which strengthen the digital component of education. Issues related to the implementation of innovative educational technologies in Uzbekistan have been discussed in the studies of B.Sh. Karimov and M.R. Akhmedova.

Organization of the Pedagogical Experiment

The experiment consisted of three stages:

1. Diagnostic stage (assessment of the initial level of motivation).
2. Formative stage (implementation of game-based technologies).
3. Control stage (reassessment of motivation levels).

Motivation Assessment

Students completed a questionnaire consisting of ten questions aimed at identifying:

- interest in the subject;
- willingness to participate in lessons;
- attitudes toward homework;
- preferences regarding learning activities.

Results of the diagnostic stage showed:

- High motivation – 7 students (23%);
- Moderate motivation – 15 students (50%);
- Low motivation – 8 students (27%).

Practical Implementation

1. Interclass Competition "Experts in the Russian Language"

The effectiveness of game-based learning has been confirmed by the studies of V.V. Volina and A.V. Finogenov.

Format: team competition among fifth-grade classes.

Activities included spelling battles, morphological relay races, and linguistic quests.

Result: 100% of students actively participated.

2. QR-Code-Based Learning Activities

Students scanned QR codes in their textbooks and completed interactive exercises. Increased interest in independent learning activities was observed. Gamification elements are considered an effective means of enhancing cognitive activity.

3. Role-Playing Game "Newspaper Editorial Office"

Students worked in groups to create short articles and correct language mistakes. This activity promoted cooperation skills and language competence.

4. Linguistic Quest

Students searched for spelling errors at different learning stations. A significant increase in student engagement was observed.

5. "Morphological Auction" Game Technology

Students "purchased" correct word forms using points earned during the lesson. This method significantly improved concentration and attention.

Results of the Control Stage

Following the implementation of game-based technologies, motivational indicators changed significantly:

- High motivation – 15 students (50%);
- Moderate motivation – 12 students (40%);
- Low motivation – 3 students (10%).

The following positive changes were observed:

- increased classroom participation;
- reduced rates of incomplete homework;
- improved academic achievement.

Discussion of Results

The findings are consistent with the theoretical concepts proposed by Bozhovich, Elkonin, and Markova. The obtained data confirmed the research hypothesis. Game-based technologies contribute to:

- the development of intrinsic motivation;
- reduction of learning anxiety;
- enhancement of cognitive interest;
- improvement of academic performance.

Team competitions and activities incorporating digital elements such as QR codes proved to be particularly effective.

Game-based technologies in teaching Russian language to fifth-grade students demonstrate high pedagogical effectiveness. Their systematic application contributes to sustainable growth in learning motivation, increased cognitive activity, and improved educational outcomes. The study showed that combining traditional and digital game-based methods is particularly effective in the context of modern Uzbek schools.

Game-based methods help develop students' cognitive abilities, attention, memory, thinking skills, and creativity while also fostering communication skills and teamwork. Furthermore, game technologies promote positive learning motivation and emotional well-being by reducing stress and fatigue associated with learning complex Russian language rules. They create conditions for active and conscious knowledge acquisition, encourage independence and curiosity, and are especially important during primary and lower secondary school years.

Thus, the integration of game-based technologies into Russian language lessons not only increases the effectiveness of instruction but also develops sustainable learning skills, interest in the subject, and a positive attitude toward educational activities, which are essential prerequisites for successful future learning and personal development.

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