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МИЛЛИЙ ИДЕЯ ҲАМ РУЎХИЙЛИҚ ТИЙКАРЛАРЫ, ТАРИЙҲ, ФИЛОСОФИЯ

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THE ORETICAL FOUNDATIONS OF GAMIFICATION AND ITS IMPACT ON EDUCATION

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Tayanch soʻzlar: geymifikatsiya, SDT, Oqim nazariyasi, ARCS, ichki va tashqi motivatsiya, geymifikatsiyalangan taʼlim, shaxsiylashtirilgan taʼlim, muhim koʻnikmalar.

Ключевые слова: геймификация, ТСД, Теория потока, ТПММ, внутренняя и внешняя мотивация, геймифицированное обучение, персонализированное обучение, критическое мышление.

Key words: gamification, SDT, Flow Theory, ARCS, intrinsic and extrinsic motivation, gamified learning, personalized learning, critical skills.

РЕЗЮМЕ:

Ushbu maqola geymifikatsiyaning nazariy asoslari, uning psixologik va pedagogik jihatlari hamda taʼlim natijalariga taʼsirini oʻrganadi. Oʻz-oʻzini belgilash nazariyasi (SDT), Oqim nazariyasi va ARCS motivatsiya modeli kabi asosiy nazariyalarni koʻrib chiqib, biz geymifikatsiyaning talabalarning qiziqishi, motivatsiyasi va oʻqish qobiliyatini qanday oshirishini chuqur tushuntiramiz. Bundan tashqari, empirik dalillar, qiyinchiliklar va geymifikatsiyani taʼlim sohasida qoʻllashning kelajakdagi yoʻnalishlari muhokama qilinadi.

РЕЗЮМЕ:

В данной статье исследуются теоретические основы геймификации, ее психологические и педагогические аспекты, а также влияние на образовательные результаты. Рассматривая ключевые теории, такие как Теория самодетерминации (ТСД), Теория потока и Модель мотивации ТПММ, мы предоставляем всестороннее понимание того, как геймификация повышает вовлеченность, мотивацию и обучение студентов. Кроме того, мы обсуждаем эмпирические данные, вызовы и перспективы интеграции геймификации в образовательные процессы.

SUMMARY:

This article explores the theoretical foundations of gamification, its psychological and pedagogical underpinnings, and its impact on educational outcomes. By examining key theories such as Self-Determination Theory (SDT), Flow Theory, and the ARCS Model of Motivation, we provide a comprehensive understanding of how gamification enhances student engagement, motivation, and learning. Additionally, we discuss empirical evidence, challenges, and future directions for the integration of gamification in educational settings.



Introduction. The integration of technology in education has revolutionized traditional teaching methods, leading to the emergence of innovative approaches such as gamification. Gamification, the application of game design elements in non-game contexts, has emerged as a transformative approach in education. It involves the use of game mechanics, dynamics, and aesthetics to engage and motivate learners in non-game contexts. This article delves into the theoretical foundations of gamification and its impact on education, providing a detailed analysis of its psychological and pedagogical principles.

The application of gamification in the field of education has arisen as a transformational and innovative method to increasing student engagement, improving learning processes, and enriching the educational experience as a whole. Gamification can be defined as the process of incorporating game mechanics, components, and concepts into non-game environments. This allows for the utilization of learners' intrinsic impulses for play and achievement. It is being increasingly recognized that traditional teaching methods frequently fail to captivate today's pupils, who are engaged in a digital environment that is always expanding, which is the driving force behind its acceptance in the educational sector.

Main part. It is possible to trace the origins of the concept of gamification all the way back to the early 2000s. Nick Pelling, a British game developer, is credited with actually coining the term "gamification". On the other hand, its theoretical roots go far further back, drawing from ground-breaking psychological theories of engagement and motivation. Leading academics like Jane McGonigal, Sebastian Deterding, and Karl Kapp have contributed significantly to the development and improvement of gamification theories over time. Their efforts have given teachers a thorough foundation for successfully introducing gamified aspects into classroom environments.

There has been a growing body of interest among researchers and practitioners on how to effectively implement innovations that enhance learner involvement, with a particular focus on the concept of gamification. This approach has gained traction in various educational settings as it offers a means to engage students more actively in their learning processes. In this context, we will explore key paradigms present in the literature on higher education, examining their origins, evolution, and theoretical foundations as discussed by prominent scholars in the field.

The term "gamification" was first introduced to academic discussions by Nick Pelling in 2002, during his exploration of ways to improve user experiences in software applications. Pelling's work, which primarily



concentrated on commercial realms, unexpectedly ignited interest in the potential applications of gamification in educational contexts. While the term itself may be relatively recent, the underlying idea of integrating game mechanics into learning environments has historical roots, tracing back to psychological theories surrounding motivation and behaviorism. One of the most influential figures in this arena is B.F. Skinner, whose work on operant conditioning laid the groundwork for understanding how reinforcement and rewards can shape behavior. Skinner's theories emphasized the significance of positive reinforcement in encouraging desired behaviors, which later became foundational elements in developing gamified learning strategies. For instance, applying principles of reinforcement through gamification involves using rewards in the form of points, achievements, or badges that motivate learners to engage actively with the material.

Gamification in education encompasses the strategic use of various game elements within learning environments to enhance student motivation and engagement. These elements can include points systems that allow students to track progress, badges that acknowledge accomplishments, leaderboards that create a sense of competition, challenges designed to encourage problem-solving, and feedback mechanisms that provide timely responses to student performance. By integrating these components, educators aim to create a more interactive and dynamic learning experience, ultimately fostering a deeper connection between learners and the educational content. As gamification continues to evolve within higher education, scholars are exploring its effectiveness and potential challenges, seeking to refine the methods and strategies that contribute to enhanced learning experiences. Through ongoing research and practical applications, the educational landscape may be significantly transformed by the principles of gamification, offering new opportunities for student engagement and success.

Mihaly Csikszentmihalyi created the concept of flow, which is central to gamification. The flow state refers to learners who are fully engaged and driven to complete a task. Gamified environments frequently seek to achieve this condition by balancing difficulty and skill levels. Gamification solves current educational difficulties, such as low learner motivation and engagement [1]. Jane McGonigal emphasized the importance of games in developing resilience, teamwork, and problem-solving abilities. According to McGonigal, gamified learning settings encourage learners to see hurdles as opportunities rather than obstacles, promoting a growth mentality.



Karl Kapp, a major specialist on gamification in learning, emphasized that it turns passive learners into active participants. Kapp's Gamification of Learning and Instruction highlighted how gaming features produce experiences that promote cognitive engagement and retention. His research emphasized the significance of connecting game mechanics with learning objectives to achieve optimal educational outcomes.[5]

Gamification leverages both intrinsic and extrinsic motivation to enhance learning. Intrinsic motivation arises from within the learner, driven by curiosity, interest, and a desire for mastery. Extrinsic motivation, on the other hand, is driven by external rewards such as points, badges, and leaderboards. In intrinsic motivation Gamification fosters intrinsic motivation by making learning enjoyable, meaningful, and personally relevant. External rewards provide immediate gratification and recognition, encouraging continued engagement and effort in extrinsic motivation.

Impact of Gamification in Education. Game-based learning stands out as a highly effective teaching method embraced by many of us throughout our lives. The integration of game-based elements into lessons in schools and colleges offers a wealth of benefits. Gamification leads to increased engagement that games inherently grab attention and ignite curiosity, transforming learning activities into compelling experiences. This heightened engagement not only enhances information retention but also fosters a more positive attitude toward education.

In gamified learning environments, enhanced motivation is very important and reward systems that recognize student achievements are pivotal. Through points, badges, and progress charts, these incentives empower students to remain motivated and continuously strive for excellence. Additionally, gamified educational activities are expertly crafted to encourage teamwork and collaboration. Group challenges and competitive elements effectively promote a sense of community and enable collective problem-solving, equipping students with essential social skills for future endeavors.

In personalized learning, Gamification revolutionizes learning by providing adaptive experiences tailored to individual student needs. With immediate feedback and adjustable difficulty levels, students can confidently progress at their own pace. Furthermore, Gamification develops critical skills that games compel players to think critically, solve problems, and make swift decisions. By embedding these elements into educational activities, students develop invaluable skills in critical thinking, creativity, and decision-making that will serve them well beyond the classroom.



Gamification has been shown to significantly enhance student engagement and motivation. By making learning interactive and enjoyable, gamification captures students' interest and encourages active participation. For example, interactive elements such as quizzes, challenges, and simulations increase student participation and involvement. Continuous feedback, rewards, and progress tracking sustain students' motivation throughout the learning process.

Conclusion. Gamification represents a powerful and innovative approach to enhancing education by leveraging the motivational and engaging aspects of games. Grounded in well-established psychological and pedagogical theories, gamification has the potential to transform traditional learning environments, making them more interactive, personalized, and effective. However, careful design, implementation, and ongoing evaluation are essential to maximize the benefits of gamification and address potential challenges. As technology continues to evolve, the integration of gamification with emerging technologies offers exciting opportunities for the future of education.

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МИЛЛИЙ ИДЕЯ ҲАМ РУЎХИЙЛИҚ ТИЙКАРЛАРЫ, ТАРИЙХ, ФИЛОСОФИЯ

ДИНИЙ ЭКСТРЕМИЗМ, ТЕРРОРИЗМ ҲАМ РАДИКАЛИЗМГЕ ҚАРСЫ ГҮРЕС СТРАТЕГИЯСИ

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Таянч сўзлар: радикализм, терроризм, диний экстремизм, Янги ўзбекистоннинг ривожланиш стратегияси, қарши кураш стратегияси, халқаро шартнома.

Ключевые слова: радикализм, терроризм, религиозный экстремизм, стратегия развития Нового Узбекистана, стратегия противодействия терроризму, международное соглашение.

Key words: radicalism, terrorism, religious extremism, development strategy of New Uzbekistan, counter-terrorism strategy, international agreement.

РЕЗЮМЕ:

Ушбу мақолада диний экстремизм, терроризм ва радикализмга қарши кураш Стратегияси ҳақида сўз юритилади.

РЕЗЮМЕ:

В данной статье обсуждается Стратегия противодействия религиозному экстремизму, терроризму и радикализму.

SUMMARY:

This article discusses the Strategy for Countering Religious Extremism, Terrorism and Radicalism.

Президентимиз Шавкат Мирзиёевтың «Жаңа Өзбекстан стратегиясы» атлы фундаментал китабында ҳәм ол тәрәпинен тастыйықланған «2022-2026-жылларға мөлшерленген Жаңа Өзбекстанның раўажланыў стратегиясы»нда радикализмге, экстремизмге ҳәм терроризмге қарсы гүрес ҳәзирги заманның ең актуал, глобал проблемаларының бири сыпатында қаралады. Бул туўралы Президентимиз былай деп жазады: «XXI әсирде глобалласыў процесслериниң жеделлесиўи ҳәм пүткил халықаралық мүнәсибетлер системасының түпкиликли өзгериўи, қәуипсизликке қәуиплер шегарасының кеңейиўи, атап айтқанда, экстремизм, радикализм ҳәм халықаралық терроризмниң күшейиўи усаған белгилер менен ажыралып турады.

Экстремизм саласындағы қәуиплер трансмиллий характерге ийе болып, ол өз қәуипиниң көлеми бойынша пүткил дүнья аўқамын тәшўишке сал-