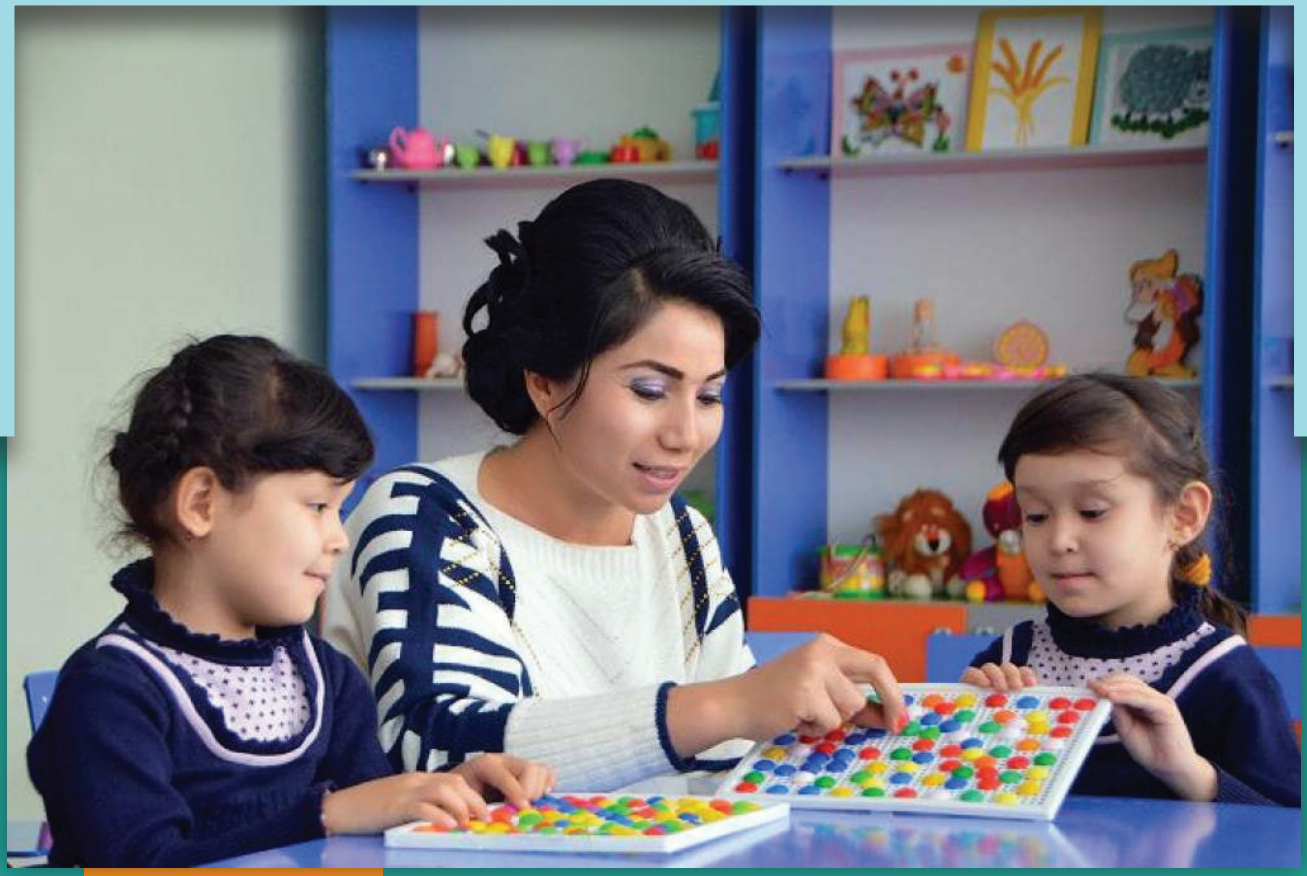
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13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
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13.00.03 Maxsus pedagogika
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MAKTABGAÇA VA MAKTAB TA'LİMİ

Pedagogika, psixologiya fanlariga ixtisoslaşgan ilmiy jurnal

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TEAM POINT SYSTEM AND STUDENT ENGAGEMENT

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Abstract: This article examines how an English lesson model built on fully pre-planned activities and a team point-accumulation system affects student engagement and achievement. Students work in teams and earn points for each task; at the end of the lesson, the team's total is awarded to every team member. Continuous-assessment results of the same 24 students in two groups were converted to percentages and compared between the 2025–2026 academic year and the first eight weeks of the 2026–2027 academic year, up to the midterm assessment. The group mean rose from 76.4% to 79.2% (+2.8 percentage points; a relative increase of 3.6%), although, given the small sample, this difference is not statistically significant (p = 0.18). The largest gains were observed among students with lower previous results: 68.5% → 78.1% (+9.6 percentage points; p = 0.018), while the results of higher-achieving students remained stable (81.1% vs. 79.8%). The findings are interpreted in terms of positive interdependence, individual accountability and regression to the mean, and recommendations are made for strengthening individual accountability within team point systems.

Key words: cooperative learning, team-based learning, gamification, student engagement, point accumulation, English as a foreign language, continuous assessment, motivation.

Annotatsiya: Mazkur maqolada ingliz tili darslarida oldindan tōliq tayyorlangan faoliyatlar (pre-planned activities) va jamoaviy ball tōplaş tizimiga asoslangan dars modelining talabalar faolligi (student engagement) va özlaştirişiga ta'siri tahlil qilinadi. Modelga köra, talabalar jamoalarda işlab, har bir topşiriq uçun ball tōplaydi, dars yakunida esa jamoa balli uning har bir a'zosiga beriladi. Ikki guruhdagi ayni 24 nafar talabaning 2025–2026-öquv yilidagi hamda 2026–2027-öquv yilining oraliq nazoratgaça bölgan 8 haftasidagi joriy nazorat natijalari foizga aylantirilib, taqqoslandi. Guruh örtaçasi 76,4% dan 79,2% ga oşdi (+2,8 foiz punkt; nisbiy ösiş 3,6%), biroq tanlanma kiçikligi sababli bu farq statistik ahamiyatga ega emas (p = 0,18). Eng sezilarli ösiş avval past natija körsatgan talabalarda kuzatildi: 68,5% → 78,1% (+9,6 foiz punkt; p = 0,018), yuqori natijali talabalar natijasi esa barqaror qoldi (81,1% va 79,8%). Natijalar ijobiy özaro boğliqlik (positive interdependence), individual javobgarlik (individual accountability) va örtaçaga qaytiş (regression to the mean) nuqtayi nazaridan izohlanadi hamda jamoaviy ball tizimida individual javobgarlikni kuçaytiriş böyiça tavsiyalar beriladi.

Kalit sözlar: hamkorlikda öqitiş (cooperative learning), jamoaviy iş, geymifikatsiya (gamification), talabalar faolligi, ball tōplaş tizimi, ingliz tili, joriy nazorat, motivatsiya.

Аннотация: В статье анализируется влияние модели урока английского языка, основанной на полностью заранее подготовленных заданиях и системе командного накопления баллов, на вовлечённость и успеваемость студентов. Студенты работают в командах и набирают баллы за каждое задание; в конце урока командный балл засчитывается каждому участнику. Результаты текущего контроля одних и тех же 24 студентов двух групп в 2025–2026 учебном году и за первые восемь недель 2026–2027 учебного года (до промежуточного контроля) были переведены в проценты и сопоставлены. Средний балл групп вырос с 76,4% до 79,2% (+2,8 процентного пункта; относительный рост 3,6%), однако из-за небольшой выборки это различие статистически незначимо (p = 0,18). Наибольший рост отмечен у студентов с ранее низкими результатами: 68,5% → 78,1% (+9,6 процентного пункта; p = 0,018), тогда как результаты студентов с высокой успеваемостью остались стабильными (81,1% и 79,8%). Результаты интерпретируются с позиций позитивной взаимозависимости, индивидуальной ответственности и регрессии к среднему; даны рекомендации по усилению индивидуальной ответственности в командной балльной системе.

Ключевые слова: кооперативное обучение, командная работа, геймификация, вовлечённость студентов, система накопления баллов, английский язык, текущий контроль, мотивация.

INTRODUCTION

In foreign language teaching, a student's active participation in class directly affects learning outcomes: speaking skills develop only through regular practice. In practice, however, almost every class contains students who rarely join in, leave tasks unfinished, or remain mere observers. Teachers do use pair work, group work, running dictation, and online assessment platforms, but these techniques are usually applied as isolated episodes within a lesson, and the lesson as a whole is not built as a coherent motivational system.

International research consistently confirms the effectiveness of active learning. In a meta-analysis of 225 studies, Freeman and colleagues found that examination scores were on average about 6% higher under active learning, while students taught by traditional lecturing were 1.5 times more likely to fail [2]. Research on cooperative learning likewise shows that achievement is highest when group goals are combined with individual accountability [4; 6].

This article draws on the author's practical experience of teaching English. In earlier lessons, each session included one online assessment and one traditional activity. From the 2026–2027 academic year onward, lessons were organised as a sequence of fully pre-planned activities based on team point accumulation.

The aim of the study is to determine the effect of a lesson model based on team point accumulation on student engagement and continuous-assessment results.

The objectives were:

1) to describe the structure of the new lesson model;
2) to compare the continuous-assessment results of the same students under the previous and the new model in a paired design;
3) to analyse the effect separately for students with lower and higher previous results;
4) to interpret the results in light of established theories and to formulate practical recommendations.

LITERATURE REVIEW

The primary theoretical foundation of the study is the social interdependence theory of D. W. Johnson and R. T. Johnson. According to these authors, when group members' goals are positively linked – that is, when each member can reach his or her own goal only if the team succeeds – members engage in promotive interaction, supporting one another's efforts. Effective cooperation requires five elements: positive interdependence, individual accountability, promotive interaction, social skills, and group processing [4].

Summarising empirical research on cooperative learning, R. E. Slavin showed that the strongest effects on achievement occur when group goals are combined with individual accountability: the team's reward should depend on the individual learning of each of its members [6]. This is important for designing a team point system, because in a model where the team's result is awarded equally to every member, some students may gain points through others' efforts (free-riding), while the individual contribution of stronger students may become invisible.

From a motivational perspective, the self-determination theory of R. M. Ryan and E. L. Deci offers an important explanation. According to the theory, intrinsic motivation is strengthened when three basic psychological needs are satisfied: competence, autonomy, and relatedness [5]. In a team point system, the points awarded after each task immediately support a sense of competence, while working in a team satisfies the need for relatedness.

In language teaching, Z. Dörnyei organised motivational strategies into four stages: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation [1]. As the author emphasises, a cohesive learner group and the engaging presentation of tasks are key factors in sustaining motivation.

The use of points, rankings, and competition is also closely related to the concept of gamification. Reviewing 24 empirical studies, J. Hamari, J. Koivisto, and H. Sarsa concluded that gamification generally produces positive effects, but that these effects depend on the context of use and the characteristics of the users, and that in some studies they may be explained by a novelty effect [3].

Thus, the literature indicates that a lesson model combining group goals, individual accountability, immediate feedback, and game elements is theoretically well grounded. However, how such a model affects students at different achievement levels - in particular, whether its effect differs for lower- and higher-achieving students - has received little attention.

RESEARCH METHODOLOGY

Participants. The study involved two academic groups taught by the author in both academic years: the Philology group (Philology 3 in 2025–2026, Philology 4 in 2026–2027) and the International Relations (IR) group (IR 3 → IR 4). In the International Relations group, English is taught as English for Specific Purposes (ESP). The paired analysis included students with results in both years: 13 from the Philology group and 11 from the International Relations group, 24 students in total. Two students who joined the Philology group (Philology 4) in 2026–2027 were excluded from the paired analysis.

Data. In both years, continuous-assessment (CA) results were recorded on a 30-point scale and converted to percentages for comparison. Results from the 2025–2026 academic year represent the previous lesson model, and results from the eight weeks between the start of the 2026–2027 academic year and the midterm assessment represent the new model.

Previous lesson model. In earlier lessons, each session included one online assessment and one traditional activity – running dictation, teamwork, or pair work. The remainder of the lesson consisted of teacher explanation and the sequential completion of exercises.

New lesson model. From the 2026–2027 academic year, lessons were organised according to the following principles:

1. All activities in the lesson are fully prepared in advance and delivered in sequence through PowerPoint slides, so that the lesson follows a single coherent script;
2. The class is divided into teams, and the teams earn separate points for each activity; questions are revealed one at a time, and the answer is shown at the next step, so that other teams cannot prepare in advance;
3. At the end of the lesson, the points accumulated by a team are awarded to each of its members as individual points, so that every student feels that his or her contribution affects the team's result.

Analysis. Each student's results in the two years were compared using a paired t-test and the Wilcoxon signed-rank test (significance level $p < 0.05$). To determine how the model affected students at different levels, students were divided into two subgroups by their 2025–2026 result: lower-achieving (22 points, i.e. 73.3%, or below; n = 9) and higher-achieving (23 points, i.e. 76.7%, or above; n = 15). The quantitative analysis was supplemented by pedagogical observation.

ANALYSIS AND RESULTS

Results for the two years by group are presented in Table 1.

Table 1: **Continuous-assessment results of the same students, % (standard deviation in brackets)**

Group	n	2025–2026	2026–2027	Change, p.p.	p
Philology	13	77.4 (7.2)	79.2 (9.0)	+1.8	0.50
International Relations	11	75.2 (7.8)	79.1 (9.9)	+3.9	0.24
Total	**24**	**76.4 (7.4)**	**79.2 (9.2)**	**+2.8**	**0.18**

As the table shows, mean results rose in both groups during the period in which the new model was applied: overall, from 76.4% to 79.2%, i.e., by 2.8 percentage points (a relative increase of 3.6%). The increase was larger in the International Relations group (+3.9 percentage points; 5.2% in relative terms). Of the 24 students, 12 improved, 5 remained the same, and 7 declined. However, given the small sample, the group-level increase is not statistically significant ($p = 0.18$).

When students are analysed by their previous results, it becomes clear which students accounted for most of the increase (Table 2).

Table 2: **Change by previous achievement level, %**

Subgroup	n	2025–2026	2026–2027	Change, p.p.	p
Lower-achieving (≤ 73.3%)	9	68.5	78.1	+9.6	0.018
Higher-achieving (≥ 76.7%)	15	81.1	79.8	−1.3	0.49

Students with lower previous results improved by 9.6 percentage points on average, and this difference is statistically significant ($p = 0.018$; Wilcoxon test $p = 0.016$). Of the 9 students in this subgroup, 7 improved, 2

remained the same, and none declined. The improvement was almost identical in both groups: +9.2 percentage points in the Philology group and +10.0 in the International Relations group. The largest gains (+23 to +27 percentage points) were recorded by two students in this subgroup. The results of higher-achieving students remained stable: the −1.3 percentage-point difference is not statistically significant ($p = 0.49$).

In addition to the quantitative results, pedagogical observation revealed the following qualitative changes:

1. Student engagement increased noticeably, and previously passive students began to take an active part in earning points for their teams;
2. Students expressed gratitude to the teacher after lessons, and the lessons became more memorable for them;
3. Because all activities were fully prepared in advance, the pace of the lesson became steady, and no time was lost in transitions between activities.

The main finding of the study is that, under the new model, the group mean rose by 2.8 percentage points, and this increase came mainly from students who had previously scored lower: their results rose by 9.6 percentage points on average, while the results of higher-achieving students remained stable. Several factors may explain this result.

First, awarding the team's points to each member creates the positive interdependence described by Johnson and Johnson [4]: students realise that their own results depend on their teammates' work and, rather than remaining passive observers, strive to contribute to the team. The points awarded immediately after each task satisfy the need for competence [5], and running the lesson according to a coherent script corresponds to the stage of maintaining motivation highlighted by Dörnyei [1]. The activation of previously passive students recorded through observation, and the statistically significant improvement among lower-achieving students, are consistent with this mechanism.

Second, the stability of higher-achieving students' results indicates that the team point system did not harm stronger students. At the same time, their results did not increase noticeably. As Slavin emphasises, when the team reward is not tied to each member's individual learning, individual contributions may become invisible [6]; strengthening elements of individual accountability is therefore necessary to motivate stronger students further.

Third, when interpreting the improvement among lower-achieving students, statistical regression to the mean should also be considered: students who score low on one occasion tend to move closer to the average on the next measurement. Because there was no control group, this effect cannot be fully separated from the effect of the model. Nevertheless, the fact that these students not only moved towards the average but almost caught up with it (78.1% vs. 79.8%), together with the observational evidence, suggests that part of the improvement is attributable to the model.

The direction of the group-level increase is consistent with the positive effect of active learning reported by Freeman and colleagues [2], although it did not reach statistical significance owing to the small sample and the short eight-week period. As Hamari and colleagues note [3], the effects of game elements may change over time, so a longer observation period is needed.

Limitations:

1) There was no control group;
2) the sample is small ($n = 24$), and the teacher was also the researcher;
3) assessment content differed between the two academic years;
4) because team points were added to continuous assessment, the results partly reflect the assessment mechanism itself;
5) regression to the mean cannot be fully ruled out;
6) the observation period was short (eight weeks).

CONCLUSION AND RECOMMENDATIONS

Based on the results of the study, the following conclusions were drawn:

1. Organising the lesson as a sequence of fully pre-planned activities and linking each activity to a team point system increases student engagement and makes lessons more meaningful and memorable.
2. For the same 24 students, the group mean rose from 76.4% to 79.2% (+2.8 percentage points; a relative increase of 3.6%); given the small sample, this difference is not statistically significant.

3. Students with lower previous results improved by 9.6 percentage points on average (p = 0.018), and none of them declined. This supports the pedagogical observation that previously passive students became more active.
4. The results of higher-achieving students remained stable; the model did not harm them, but elements of individual accountability are needed to motivate them further.
5. The decisive factor was not the novelty of the techniques themselves but the way they were delivered as a coherent system.

Practical recommendations:

- Supplement team points with short individual tasks that ensure individual accountability;
- introduce individual bonus points and roles (team captain, checker, speaker) for stronger students;
- regularly rotate team composition and roles;
- alternate activity types so that the novelty effect does not fade;
- and, in future research, use a control group, engagement questionnaires, and a longer observation period.

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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta’limotlar tarixi
13.00.02 Ta’lim va tarbiya nazariyasi va metodikasi (sohalar böyiça)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport maşğulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta’limi nazariyasi va metodikasi
13.00.06 Elektron ta’lim nazariyasi va metodikasi (ta’lim sohalari va bosqiçlari böyiça)
13.00.07 Ta’limda menejment
13.00.08 Maktabgaça ta’lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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