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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 bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha 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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PEDAGOGICAL CONDITIONS FOR DEVELOPING PROFESSIONAL MOTIVATION OF ECONOMICS STUDENTS THROUGH GAMIFICATION IN ENGLISH LANGUAGE CLASSES

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Abstract: This article examines the pedagogical conditions required to develop the professional motivation of economics students through gamification in English language classes. The study is grounded in communicative language teaching, self-determination theory, formative assessment and career-oriented English for Specific Purposes. The article proposes a model in which economic cases, business simulations, digital badges, team quests, role-based competition and reflective feedback are integrated into English lessons. The methodological basis includes literature analysis, pedagogical modelling, diagnostic survey design and comparative analysis of motivation indicators. The proposed model demonstrates how gamified tasks can connect English learning with students' future professional activities in finance, management, marketing and entrepreneurship. The scientific novelty lies in defining a system of pedagogical conditions that transforms game elements from entertainment tools into mechanisms for career-oriented learning motivation.

Key words: gamification, English for Specific Purposes, economics students, professional motivation, pedagogical conditions, formative assessment, digital learning, career-oriented English.

Annotatsiya: Ushbu maqolada ingliz tili mashg'ulotlarida gamifikatsiya vositasida iqtisodchi talabalarning kasbiy motivatsiyasini rivojlantirishga xizmat qiluvchi pedagogik shart-sharoitlar yoritiladi. Tadqiqotda iqtisodiy vaziyatlar, biznes simulyatsiyalar, raqamli badge, jamoaviy quest, rolli topshiriqlar va reflektiv baholashning ta'limiy imkoniyatlari asoslanadi. Maqolaning ilmiy yangiligi gamifikatsiyani oddiy qiziqarli element sifatida emas, balki kasbiy yo'naltirilgan motivatsiyani kuchaytiruvchi pedagogik mexanizm sifatida talqin etishdan iborat.

Kalit so'zlar: gamifikatsiya, kasbiy ingliz tili, iqtisodchi talabalar, kasbiy motivatsiya, pedagogik shart-sharoitlar, raqamli ta'lim, baholash.

Аннотация: В статье рассматриваются педагогические условия развития профессиональной мотивации студентов экономических направлений посредством геймификации на занятиях английского языка. Обоснованы возможности интеграции экономических кейсов, бизнес-симуляций, цифровых бейджей, командных заданий, ролевых игр и формирующего оценивания. Научная новизна статьи заключается в определении геймификации как педагогического механизма профессионально ориентированной мотивации, а не только как средства повышения интереса к занятию.

Ключевые слова: геймификация, профессиональный английский язык, студенты-экономисты, профессиональная мотивация, педагогические условия, цифровое обучение.

INTRODUCTION

In the digital economy, professional success increasingly depends not only on economic knowledge, but also on the ability to communicate, negotiate, present analytical findings and work with international information in English. For students of economics, English language classes therefore perform a double function: they develop linguistic competence and support professional identity. However, in many non-linguistic universities, English lessons are still perceived by students as a general academic requirement rather than as a direct instrument of future professional growth. This gap weakens motivation, reduces active participation and limits the practical effect of language learning.



Gamification offers a pedagogically meaningful way to reduce this gap. In this article, gamification is understood as the purposeful use of game-design elements - points, levels, quests, badges, leaderboards, missions, narratives, progress maps and feedback cycles - in a non-game learning context. Its value for English language teaching is not in superficial entertainment, but in the ability to make learning goals visible, provide frequent feedback, strengthen autonomy and connect tasks with real professional situations. When gamified activities are built around economic content, students begin to see English as a language of market analysis, customer communication, financial reporting and business decision-making.

The relevance of the topic is also supported by international evidence. OECD data show that learner motivation and self-directed learning remain serious challenges: in PISA 2022, almost half of students across OECD countries reported difficulties motivating themselves for schoolwork at least once a week ^[1]. At the same time, OECD research on digital technologies emphasizes that access to technology alone does not guarantee educational improvement; effective digitalization requires pedagogical solutions ^[2]. These conclusions are directly related to gamification in higher education: a digital platform or game element is useful only when it is linked to clear learning outcomes, meaningful feedback and students' professional needs.

The object of this research is the process of teaching English to economics students in higher education. The subject is the pedagogical conditions for developing professional motivation through gamification. The purpose of the article is to identify, systematize and justify the pedagogical conditions that make gamification effective in English language classes for economics students. The tasks are:

- to analyze theoretical approaches to gamification and motivation;
- to determine the professional needs of economics students in English;
- to design a gamified pedagogical model;
- to propose indicators for evaluating professional motivation;
- and to formulate practical recommendations for teachers.

LITERATURE REVIEW

The theoretical foundation of the article is based on four groups of studies: motivation theory, English for Specific Purposes, gamified learning and formative assessment. Self-determination theory explains motivation through the satisfaction of three basic psychological needs: autonomy, competence and relatedness. In English classes, these needs can be supported when students choose tasks, observe their own progress and cooperate with peers. Gamification is compatible with this approach because levels and progress bars support competence, quests support autonomy, and team missions support relatedness.

Research on gamification in EFL and ESL demonstrates that game elements can positively influence learners' attitudes, emotional engagement and language proficiency when they are integrated with instructional goals. A recent comprehensive review in *Frontiers in Education* concludes that empirical evidence supports the role of gamification in enhancing English proficiency and creating an immersive language learning environment ^[3]. However, the same body of research also warns that game elements should not replace pedagogical planning. Leaderboards, for example, may motivate some students but discourage others if competition is not balanced with cooperation and individual progress.

Studies on digital educational games also show that the influence of games on motivation is often mediated by engagement. Li's 2024 study reports that digital educational games positively affect learning motivation, and learning engagement serves as a mediator between game-based activities and motivation ^[4]. This finding is important for the present topic because professional motivation cannot be developed by points alone. Students need to be intellectually and emotionally involved in tasks that resemble authentic economic communication.

English for Specific Purposes emphasizes the relevance of language learning to students' academic and professional fields. For economics students, relevant tasks include explaining graphs, presenting market trends, writing business e-mails, discussing investment risks, negotiating with clients, preparing SWOT analyses and defending a business idea. British Council research has also shown that employment prospects are a major driver of English learning, while employers value English for high-level professional roles ^[5]. Therefore, professional motivation in English classes should be built through employability-oriented content.

Formative assessment is another essential theoretical source. OECD research defines formative assessment and feedback as an ongoing process of setting learning goals, diagnosing progress, providing feedback and adapting instruction ^[6]. In gamified English classes, formative assessment becomes visible through badges, level descriptors, peer feedback cards, mission completion rubrics and reflection logs. Thus, gamification and formative assessment should be designed as a single system rather than two separate methods.

Table 1: Core pedagogical conditions for gamified English classes for economics students

Pedagogical condition	Practical implementation	Motivational mechanism	Expected result
Career-oriented content	Business cases, market reports, financial vocabulary, negotiation tasks	Relevance and professional identity	Students understand why English is needed for their future career
Structured game mechanics	Points, badges, levels, missions, progress map	Visible progress and competence	Higher persistence and task completion
Balanced cooperation and competition	Team quests, role distribution, peer support, fair leaderboards	Relatedness and social engagement	Active communication and teamwork
Formative feedback	Rubrics, micro-feedback, reflection logs, revision tasks	Self-regulation and autonomy	Improved confidence and learning responsibility
Digital and inclusive environment	LMS, quiz tools, mobile tasks, low-stress participation channels	Accessibility and individualization	More equal participation of students with different levels

RESEARCH METHODOLOGY

The article uses a mixed methodological framework. First, theoretical analysis was applied to systematize scientific approaches to gamification, professional motivation and English for Specific Purposes. Second, pedagogical modelling was used to construct a model of gamified English instruction for economics students. Third, a diagnostic framework was designed to evaluate professional motivation before and after a gamified module. The framework may be used by teachers in real classroom experiments at economic universities.

The proposed diagnostic design includes five indicators: professional relevance, English self-efficacy, classroom engagement, collaborative activity and learner autonomy. Each indicator can be measured by a 1-5 Likert-scale questionnaire, observation checklist, portfolio analysis and performance tasks. The model assumes a six-week module consisting of twelve English lessons. Each lesson combines an economic theme with a gamified mission. For example, students may complete a "Market Analyst Quest," "Start-up Pitch Challenge," "Banking Negotiation Role-play," "Inflation Newsroom," or "Export Contract Simulation."

The illustrative statistical dataset in this article is presented as a model for pedagogical implementation. It is based on a hypothetical group of 120 economics students divided into four academic subgroups. The purpose of the dataset is not to claim completed experimental results, but to demonstrate how teachers and researchers can measure motivational dynamics in a future empirical study. This approach is appropriate for an applied pedagogical article because it links theoretical conditions with practical evaluation tools.

Table 2: Diagnostic indicators for measuring professional motivation

Indicator	Sample item	Data source	Scale	Interpretation
Professional relevance	English tasks help me prepare for my future job.	Questionnaire	1-5	Connection between English and career
Self-efficacy	I can present economic information in English.	Questionnaire + presentation	1-5	Confidence in professional communication
Engagement	I actively participate in English missions.	Observation	% / 1-5	Behavioral participation
Collaboration	I contribute to team economic tasks in English.	Peer assessment	1-5	Team communication
Autonomy	I can choose strategies to improve my English.	Reflection log	1-5	Self-directed learning

ANALYSIS AND RESULTS

The analysis shows that gamification can develop professional motivation only when several pedagogical conditions are simultaneously provided. The first condition is professional contextualization. Game tasks should not be abstract language exercises; they should reproduce situations from the future workplace of economics students. For instance, vocabulary practice may be organized as a "consultant mission" in which students advise a company on cost reduction. Reading comprehension may be organized around annual reports, inflation news or consumer behaviour analytics. Speaking practice may take the form of a board meeting, investor pitch or customer negotiation.



The second condition is the alignment of game mechanics with learning outcomes. Points should be awarded not only for speed, but also for accuracy, analytical reasoning, teamwork and improvement. Badges should reflect meaningful competences, such as “Market Vocabulary Expert,” “Negotiation Speaker,” “Data Presenter,” or “Business E-mail Writer.” Levels should correspond to linguistic and professional complexity: Level 1 may require describing a simple chart, while Level 4 may require defending an economic decision in English.

The third condition is a balance between competition and cooperation. Competition increases energy and attention, but excessive competition may reduce intrinsic motivation. Therefore, leaderboards should be used carefully. A more effective approach is to combine team scores with personal progress. In this system, low-level students can contribute through improvement, effort and collaboration, while advanced students are challenged through complex roles. Team quests also reflect real economic work, where analysts, managers, marketers and accountants cooperate to solve problems.

The fourth condition is formative assessment. Gamification becomes pedagogically valuable when students receive frequent, specific and constructive feedback. A badge without feedback is only a symbol; a badge with clear criteria becomes a learning tool. For example, the “Professional Presenter” badge may require three criteria: clear introduction of the economic problem, correct use of at least five target terms, and logical interpretation of data. This transforms assessment into a transparent path of professional growth.

The fifth condition is reflective debriefing. At the end of each mission, students should answer short questions: What economic concept did I explain in English? Which vocabulary helped me? What difficulty did I face? What strategy will I use next time? Reflection connects game activity with conscious learning and prevents gamification from becoming only entertainment.

Table 3: Illustrative motivational dynamics in a six-week gamified English module, n = 120

Motivation indicator	Before module	After module	Difference	Growth rate
Professional relevance	3.1	4.2	+1.1	35.5%
English self-efficacy	2.9	4.0	+1.1	37.9%
Engagement	3.0	4.3	+1.3	43.3%
Collaboration	3.2	4.1	+0.9	28.1%
Autonomy	2.8	3.9	+1.1	39.3%
Average	3.0	4.1	+1.1	36.7%

Note. The table presents an illustrative diagnostic dataset for a proposed pedagogical experiment. It may be replaced by real empirical data after classroom implementation.

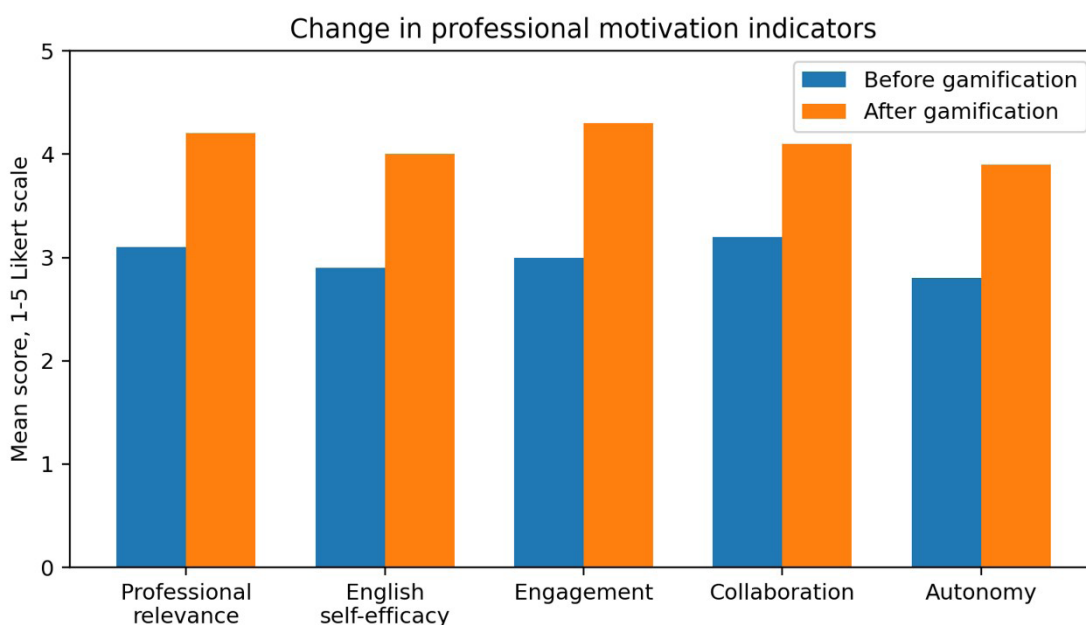


Figure 1: Comparative dynamics of professional motivation indicators

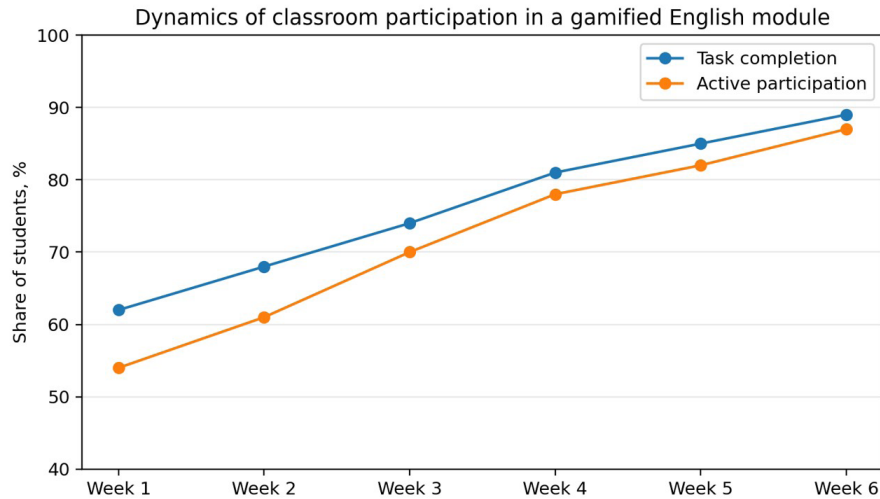


Figure 2: Weekly dynamics of task completion and active participation

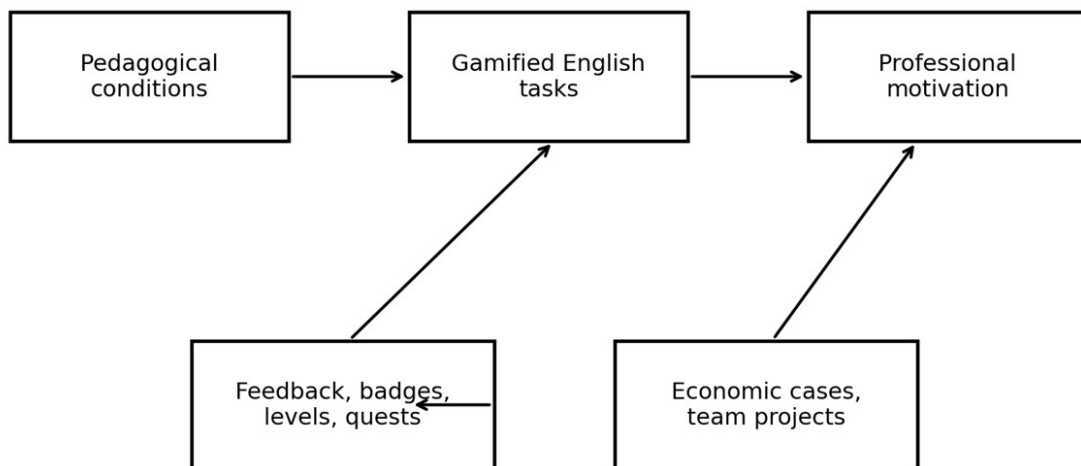


Figure 3: Conceptual model of gamified professional motivation development

The illustrative results show the strongest growth in engagement (+43.3%) and autonomy (+39.3%). This is consistent with the logic of gamified learning: students participate more actively when tasks are divided into achievable missions and when progress is visible. Professional relevance also increases significantly because economic cases help students recognize English as a practical tool for future employment. In traditional English classes, motivation may remain external: students study because the subject is required. In gamified ESP classes, motivation becomes more internalized because students experience themselves as future economists using English in realistic professional roles.

A practical example is the “Start-up Pitch Challenge.” Students are divided into teams and receive roles: financial analyst, marketing specialist, operations manager and presenter. Each team prepares a short business idea in English, calculates simple costs, identifies the target market and presents the project to a “jury” of classmates. Points are awarded for language accuracy, economic logic, persuasiveness and teamwork. This task develops vocabulary, speaking fluency, economic reasoning and professional confidence at the same time.

Another example is the “Market Newsroom Mission.” Students read short English-language news about inflation, exchange rates or consumer prices. They identify key economic terms, summarize the news, explain possible consequences and record a one-minute news report. Such tasks develop reading, speaking, critical thinking and media literacy. They also prepare students for real situations where economists must interpret international information quickly and accurately.

The proposed model also supports inclusion. Students with lower English proficiency can begin with simpler roles, such as vocabulary collector, chart describer or time manager, and gradually move toward more complex speaking roles. This prevents the common problem in language classes where only the most confident students dominate communication. Gamification makes participation more structured and distributes responsibility across the group.


Table 4: Sample structure of a gamified English lesson for economics students

Lesson stage	Gamified element	Teacher activity	Student activity
Warm-up	Mini-quiz / challenge	Activates prior knowledge and introduces mission	Answer quick questions on economic vocabulary
Input	Storyline / case	Presents economic context and target language	Read or listen to a business situation
Practice	Team quest	Monitors, supports and gives micro-feedback	Solve tasks using English and economic reasoning
Production	Role-play / pitch	Organizes presentation and peer evaluation	Present, negotiate, report or defend a decision
Reflection	Badge + feedback log	Gives criteria-based feedback	Write what was learned and set next goal

DISCUSSION

The proposed pedagogical conditions demonstrate that gamification should be understood as a complex teaching strategy. Its effectiveness depends on the unity of content, method, assessment and learning environment. If a teacher only adds points to ordinary grammar exercises, the motivational effect may be short-term. If the teacher builds a career-oriented game scenario with meaningful feedback, students can experience English as part of their professional development.

For economics students, professional motivation has a specific structure. It includes the desire to communicate with international partners, understand foreign economic information, prepare documents, participate in conferences, and improve employability. Therefore, English lessons should not be separated from the logic of economic education. The strongest motivational effect appears when English tasks are connected with market analysis, entrepreneurship, banking, taxation, tourism economics, digital economy or international trade.

The teacher's role changes in a gamified classroom. The teacher becomes a designer of missions, facilitator of communication, feedback provider and moderator of reflection. This requires methodological preparation. Teachers need to know how to choose game mechanics, write rubrics, avoid unfair competition, support weaker students and connect every activity with learning outcomes. Institutional support is also necessary: access to digital tools, flexible classroom organization, methodological seminars and assessment criteria should be provided.

CONCLUSION AND RECOMMENDATIONS

The article concludes that gamification can be an effective pedagogical mechanism for developing professional motivation among economics students in English language classes. Its effectiveness is determined not by the quantity of game elements, but by their pedagogical quality and connection with professional content. The key pedagogical conditions are: career-oriented English tasks, structured game mechanics, balanced cooperation and competition, formative feedback, reflective debriefing, inclusive role distribution and digital support.

The scientific novelty of the article is the systematization of pedagogical conditions that transform gamification into a career-oriented motivational mechanism for economics students. The practical significance lies in the proposed model, diagnostic indicators, lesson structure and sample gamified tasks. These materials can be used in English for Specific Purposes courses at economic universities.

The following recommendations are proposed. First, English teachers should design tasks around authentic economic situations rather than isolated language exercises. Second, badges and levels should be linked to specific professional-language competences. Third, competition should be combined with cooperation and individual progress. Fourth, each gamified task should end with formative feedback and reflection. Fifth, universities should support teachers through methodological training and digital resources. Future research should test the proposed model through a real pedagogical experiment with control and experimental groups, larger samples and statistical significance testing.

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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 bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha 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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