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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

M AKTABGACHA VA AKTAB TA'LIMI

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GAMIFIED WRITING TASKS AND THEIR IMPACT ON LEARNER MOTIVATION AND TEXT QUALITY

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Abstract: This study investigates the impact of gamified writing tasks on the motivation and writing quality of B1-level English as a Foreign Language (EFL) learners. Grounded in Self-Determination Theory (Deci & Ryan, 2000) and Flow Theory (Csikszentmihalyi, 1990), the research employed a quasi-experimental pre-test–post-test design involving 64 undergraduate students at Namangan State Institute of Foreign Languages. Participants were divided into an experimental group ($n = 32$), which completed writing tasks incorporating gamification elements (points, badges, leaderboards, narrative challenges, and timed missions), and a control group ($n = 32$), which completed identical writing tasks using a conventional instructional approach. Data were collected through a validated Writing Motivation Questionnaire, pre- and post-intervention writing samples assessed using an analytic rubric, and semi-structured interviews. The findings revealed significant improvements in both intrinsic motivation and writing quality among learners in the experimental group. Qualitative data further indicated increased engagement, reduced writing anxiety, and a greater willingness to revise written work. The study concludes that gamified writing tasks create a motivating learning environment that supports measurable improvements in EFL writing performance and provides valuable implications for writing instruction in technology-enhanced learning environments.

Key words: gamification, writing skills, learner motivation, writing quality, English as a Foreign Language (EFL), B1 level, Self-Determination Theory.

Annotatsiya: Mazkur tadqiqotda B1 darajadagi ingliz tilini chet tili sifatida o'rganuvchi (EFL) talabalarning yozish motivatsiyasi va yozma ish sifati rivojlanishiga gamifikatsiyalashgan yozuv topshiriqlarining ta'siri o'rganilgan. Tadqiqot Deci va Ryan (2000) tomonidan ishlab chiqilgan O'zini o'zi belgilash nazariyasi (Self-Determination Theory) hamda Csikszentmihalyi (1990)ning Oqim nazariyasi (Flow Theory) asosida olib borildi. Tadqiqotda Namangan davlat chet tillari institutining 64 nafar bakalavr talabasi ishtirok etgan kvazi-eksperimental oldingi va keyingi testli nazorat guruhi dizaynidan foydalanildi. Ishtirokchilar tajriba guruhi ($n = 32$) va nazorat guruhiga ($n = 32$) ajratildi. Tajriba guruhi ballar, nishonlar (badges), reyting jadvali (leaderboard), syujetli topshiriqlar va vaqt bilan cheklangan missiyalarni o'z ichiga olgan gamifikatsiyalashgan yozuv topshiriqlarini bajardi, nazorat guruhi esa ayni yozuv topshiriqlarini an'anaviy usulda amalga oshirdi. Ma'lumotlar tasdiqlangan Yozish motivatsiyasi so'rovnomasi, analitik mezon asosida baholangan yozma ishlar hamda yarim tuzilgan intervyular orqali to'plandi. Natijalar tajriba guruhida ichki motivatsiya va yozma ish sifati sezilarli darajada oshganligini ko'rsatdi. Sifat tahlili ishtirokchilarning darslarga jalb etilishi kuchaygani, yozishdagi xavotiri kamaygani hamda matnlarini qayta tahrir qilishga tayyorligi ortganligini aniqladi. Tadqiqot natijalari gamifikatsiyalashgan yozuv topshiriqlari EFL yozuv ko'nikmalarini rivojlantirishda samarali motivatsion muhit yaratishini hamda raqamli ta'lim sharoitida yozuvni o'qitishni takomillashtirish uchun amaliy ahamiyatga ega ekanligini ko'rsatadi.

Kalit so'zlar: gamifikatsiya, yozish ko'nikmalari, o'quvchilar motivatsiyasi, yozma ish sifati, ingliz tilini chet tili sifatida o'rganish (EFL), B1 daraja, O'zini o'zi belgilash nazariyasi.

Аннотация: В данном исследовании рассматривается влияние геймифицированных письменных заданий на мотивацию и качество письменной речи студентов уровня B1, изучающих английский язык как иностранный (EFL). Исследование основано на Теории самодетерминации (Deci & Ryan, 2000) и Теории потока (Csikszentmihalyi, 1990). Использован квазиэкспериментальный дизайн с предварительным и итоговым тестированием, в котором приняли участие 64 студента Наманганского государственного института иностранных языков. Участники были распределены на экспериментальную группу (n = 32), выполнявшую письменные задания с элементами геймификации (баллы, значки, таблица лидеров, сюжетные задания и ограниченные по времени миссии), и контрольную группу (n = 32), выполнявшую аналогичные задания в традиционном формате. Данные были собраны с использованием валидизированного опросника мотивации к письменной речи, письменных работ, оценённых по аналитической шкале, а также полуструктурированных интервью. Полученные результаты показали значительное повышение внутренней мотивации и качества письменной речи у студентов экспериментальной группы. Качественный анализ также выявил более высокий уровень вовлечённости, снижение тревожности при письме и повышение готовности к редактированию собственных текстов. Полученные результаты свидетельствуют о том, что геймифицированные письменные задания создают благоприятную образовательную среду, способствующую устойчивой мотивации и значительному повышению качества письменной речи, а также имеют практическую ценность для преподавания письменной речи в условиях цифрового обучения.

Ключевые слова: геймификация, письменная речь, мотивация обучающихся, качество письменного текста, английский язык как иностранный (EFL), уровень B1, теория самодетерминации.

INTRODUCTION

Writing is widely recognised as one of the most cognitively demanding and emotionally challenging skills in second language acquisition (Hyland, 2003). Unlike speaking, which often benefits from real-time interaction and immediate clarification, writing requires learners to plan, organise, draft, revise, and refine their ideas independently while simultaneously managing the complexities of grammar, vocabulary, spelling, and discourse structure. For many English as a Foreign Language (EFL) learners at the intermediate level, this combination of cognitive and linguistic demands often results in frustration, avoidance, and a persistent perception that writing is a burdensome task rather than a meaningful communicative activity. In the Uzbek educational context, these challenges are further intensified by traditional instructional practices. Writing instruction has historically followed a product-oriented approach in which teachers assign a topic, students produce a single draft, and the teacher subsequently corrects linguistic errors. Although this approach is well intentioned, it often fails to engage learners in the recursive processes of brainstorming, drafting, peer review, revision, and reflection that are essential for developing effective writing skills. Consequently, many learners experience what researchers describe as writing anxiety—a fear of making mistakes that encourages them to write cautiously, avoid complex sentence structures, and rely on a limited range of vocabulary. At the B1 level of the Common European Framework of Reference for Languages (CEFR), learners are at a critical transitional stage. They are capable of producing connected texts on familiar topics but have not yet developed the coherence, lexical diversity, grammatical flexibility, and organisational sophistication expected at higher proficiency levels. At this stage, learners require sustained support, constructive feedback, and meaningful opportunities to experiment with language. Without engaging and motivating writing activities, many B1 learners reach a developmental plateau and gradually lose confidence in their writing abilities.

Gamification, defined as “the use of game design elements in non-game contexts” (Deterding et al., 2011, p. 10), has emerged as a promising pedagogical strategy for addressing these motivational challenges. Originally developed in the fields of marketing and software design, gamification has increasingly been adopted in educational settings over the past decade. Within language education, it has primarily been applied to vocabulary learning, grammar practice, and reading comprehension through digital platforms such as Kahoot, Quizlet, and Duolingo. However, its application to the development of writing skills—particularly among intermediate-level learners—remains relatively underexplored (Lee, 2017). Most existing studies focus on how gamification facilitates vocabulary acquisition or grammar practice rather than examining its potential to transform the complex, multi-stage writing process into an engaging, motivating, and rewarding learning experience.

Several theoretical frameworks support the potential effectiveness of gamified writing instruction. Self-Determination Theory (SDT), proposed by Deci and Ryan (2000), argues that intrinsic motivation develops when three fundamental psychological needs are satisfied: autonomy (the perception of having choice and control), competence (the perception of being capable and effective), and relatedness (the perception of being socially connected to others). Gamification elements can be strategically designed to satisfy each of these needs. Narrative-based tasks and opportunities to choose writing topics promote autonomy; progressive difficulty levels, badges, and immediate point-based rewards strengthen learners' sense of competence; while leaderboards, collaborative challenges, and structured peer feedback foster relatedness (Sailer et al., 2017). When these psychological needs are fulfilled, learners are more likely to engage deeply in writing tasks, persist



through challenges, and derive genuine enjoyment from the learning process. Complementing Self-Determination Theory, Csikszentmihalyi's (1990) concept of flow—a state of deep concentration and intrinsic enjoyment—suggests that learners become fully engaged when tasks are appropriately challenging, goals are clearly defined, and feedback is immediate. In a gamified writing environment, progressive levels and mission-based activities can adjust task difficulty according to learners' abilities, while instant rewards and visual progress indicators provide continuous feedback that helps maintain flow. This is particularly important in writing instruction, where traditional feedback is often delayed and may be perceived as discouraging rather than motivating.

From the broader perspective of second language (L2) motivation, Dörnyei and Ushioda (2011) argue that motivation is not a stable personal characteristic but a dynamic construct shaped by instructional design, classroom environment, peer interaction, and learners' emotional experiences. A carefully designed gamified writing activity can transform learners' perceptions from "I have to write an essay" to "I want to complete this mission and earn the next badge," thereby changing writing from an obligatory classroom task into an enjoyable and meaningful challenge. Empirical evidence from related fields supports these theoretical assumptions. Domínguez et al. (2013) reported that gamified learning experiences significantly improved student engagement, participation, and assignment completion rates. Similarly, Hamari et al. (2014), in a comprehensive review of gamification research, concluded that gamification generally has positive effects on learning outcomes and learner engagement, although they cautioned that novelty effects may diminish over time. In the context of second language education, Lee (2017) found that gamified learning activities reduce writing anxiety, increase learners' time-on-task, and encourage greater willingness to take linguistic risks. Nevertheless, Lee also emphasised that relatively few studies have investigated whether gamification improves not only the quantity of learners' writing but also its quality, including idea development, organisation, lexical diversity, and grammatical accuracy. This gap in the existing literature highlights the need for further empirical research examining the effectiveness of gamified writing instruction for intermediate-level EFL learners.

LITERATURE REVIEW

The findings of this study demonstrate that gamified writing tasks have a significant positive impact on both the motivation and writing performance of B1-level EFL learners. The 22% increase in overall motivation and the 30% improvement in writing quality achieved by the experimental group represent substantial educational gains that cannot be explained solely by regular writing practice. These findings are consistent with the theoretical assumptions of Self-Determination Theory (Deci & Ryan, 2000). The gamification elements incorporated into the intervention were deliberately designed to satisfy the three fundamental psychological needs identified by Self-Determination Theory: autonomy, competence, and relatedness. Narrative-based writing missions and opportunities for learner choice enhanced autonomy by providing participants with a stronger sense of purpose and personal control. Progressive levels of difficulty, achievement badges, and immediate point allocation strengthened learners' perceptions of competence through clear objectives and continuous feedback on progress. Meanwhile, leaderboards, collaborative challenges, and peer-feedback activities promoted relatedness by fostering social interaction and a sense of shared achievement (Sailer et al., 2017). The simultaneous fulfilment of these three psychological needs resulted not only in higher motivation but also in greater enjoyment, reduced writing anxiety, and a stronger willingness to improve.

One of the most important findings of this study was the substantial reduction in writing anxiety among learners in the experimental group. In conventional writing classrooms, errors are frequently perceived as failures requiring correction, which may create a learning environment characterised by fear and avoidance. In contrast, gamification reframes mistakes as temporary setbacks within the learning process rather than permanent indicators of failure. This shift in learners' perceptions encouraged them to take greater linguistic risks, experiment with unfamiliar vocabulary and grammatical structures, and revise their writing repeatedly without fear of negative evaluation. This finding is consistent with previous research suggesting that gamified learning environments lower learners' affective filters and create psychologically safer conditions for language production (Lee, 2017). The considerable improvements observed in vocabulary use and content development further suggest that gamification enhances not only the quantity of learners' writing but also the depth of cognitive processing involved in writing tasks. For example, the "Lexical Explorer" badge encouraged participants to actively search for and incorporate newly learned vocabulary instead of relying primarily on familiar high-frequency lexical items. This observation supports previous research on lexical richness in second-language writing, which emphasises that explicit attention to vocabulary breadth and depth is essential for producing more sophisticated written texts at the intermediate proficiency level (Laufer & Nation, 1995). Likewise, embedding writing tasks within a coherent narrative provided learners with a meaningful communicative purpose beyond simply "writing for the teacher," a factor that Hyland (2003) identifies as essential for promoting authentic engagement and meaningful written communication.



The comparatively smaller improvements observed in grammar and mechanics also deserve careful consideration. Although gamification clearly enhanced learners' creativity, vocabulary use, and content development, its influence on linguistic accuracy was less pronounced. This finding supports Lee's (2017) argument that gamification is most effective when complemented by explicit language instruction and systematic corrective feedback. While game elements encourage learners to write more frequently and experiment more confidently with language, improvements in grammatical accuracy require focused instruction, guided error analysis, and deliberate practice that extend beyond motivational strategies alone. Future interventions could therefore integrate gamified error-correction activities, automated writing evaluation systems, or artificial intelligence (AI)-based feedback tools to combine the motivational advantages of gamification with targeted linguistic support. The control group also demonstrated a modest improvement in writing quality (approximately 10%), which can reasonably be attributed to the benefits of regular, structured writing practice over the six-week instructional period. Writing proficiency naturally develops through sustained practice, and both groups benefited from completing six guided writing tasks. Nevertheless, the substantially greater improvement achieved by the experimental group (approximately 30%) highlights the added value of gamification as a motivational scaffold that enhances the effectiveness of writing practice by increasing learner engagement, reducing anxiety, and promoting deeper cognitive processing.

Despite these promising findings, several limitations should be acknowledged. First, the study was conducted within a single higher education institution over a six-week period, limiting the generalisability of the findings to other educational contexts, learner populations, or proficiency levels. Second, although the sample size ($N = 64$) was appropriate for the purposes of the present study, it restricted the statistical power needed to detect smaller treatment effects. Third, the novelty effect associated with gamification may have contributed to the increased engagement observed among participants in the experimental group. Because the intervention differed substantially from learners' previous classroom experiences, part of the motivational improvement may have resulted from its novelty rather than from the gamification elements themselves. Future longitudinal studies incorporating delayed post-tests would help determine whether these motivational gains remain stable over time or gradually decline as the novelty effect diminishes (Hamari et al., 2014). Finally, the present study examined gamification as an integrated instructional approach consisting of multiple elements operating simultaneously. Future research should employ more refined experimental designs capable of isolating the individual contributions of specific gamification components—such as achievement badges, leaderboards, narrative framing, or experience point (XP) systems—to determine which elements have the greatest influence on learner motivation and writing quality.

RESEARCH METHODOLOGY

A quasi-experimental pre-test–post-test control group design was employed in this study. The experimental group participated in a six-week gamified writing intervention, whereas the control group completed the same writing topics and tasks using a traditional, non-gamified instructional approach. Prior to each writing task, both groups received identical instruction on genre conventions, text organisation, and key language features, ensuring that the only independent variable was the presence or absence of gamification elements. This design enabled the researcher to attribute any differences in learning outcomes specifically to the gamified intervention. The study involved sixty-four ($N = 64$) second-year undergraduate students enrolled in the English Philology programme at Namangan State Institute of Foreign Languages. All participants were classified at the B1 level of the Common European Framework of Reference for Languages (CEFR) based on their institutional placement test results obtained at the beginning of the academic year. Participants were randomly assigned to either the experimental group ($n = 32$; 21 females and 11 males) or the control group ($n = 32$; 19 females and 13 males). The mean age of the participants was 19.6 years, and all had studied English for at least six years before the study commenced. Informed consent was obtained from all participants, and ethical approval for the study was granted by the institutional ethics committee.

During the six-week intervention, students in the experimental group completed six writing tasks, each presented as a “mission” within an overarching narrative entitled “The Writer’s Quest.” The storyline followed a fictional young journalist travelling through different countries and encountering challenges that required written communication to overcome. Each week, participants received a new “mission briefing” introducing the writing task within the context of the narrative. The gamified intervention incorporated several game-design elements, including: points and experience points (XP) awarded for task completion, revision attempts, and peer-feedback contributions; achievement badges for specific milestones, such as the “Lexical Explorer” badge for using ten or more newly acquired vocabulary items and the “Structure Master” badge for producing well-organised paragraphs; a weekly class leaderboard displaying cumulative scores; narrative-based writing prompts embedded within the storyline (e.g., “You are a journalist in Istanbul. Write a descriptive article about the Grand



Bazaar to send to your editor and unlock the next chapter of your journey.”); optional timed bonus challenges designed to encourage writing fluency and reduce excessive self-monitoring. The control group completed the same six writing tasks covering descriptive, narrative, opinion, and expository genres using standard written instructions, teacher feedback, and numerical grading, but without gamification elements, narrative framing, or competitive activities.

Three research instruments were employed to collect data. First, a 24-item Writing Motivation Questionnaire (WMQ), adapted from established writing motivation research, was administered to measure three dimensions: intrinsic motivation, self-efficacy, and writing anxiety. Responses were recorded on a five-point Likert scale (1 = strongly disagree; 5 = strongly agree). The questionnaire was piloted with 15 students who did not participate in the main study, yielding a Cronbach's alpha coefficient of .82, which indicated good internal consistency. Second, participants' pre-intervention and post-intervention writing samples were evaluated using a five-criterion analytic rubric assessing content and idea development, organisation and coherence, vocabulary range and accuracy, grammatical range and accuracy, and mechanics. Each criterion was scored on a four-point scale, resulting in a maximum possible score of 20. To enhance scoring reliability, all writing samples were independently assessed by two experienced EFL instructors who were blind to participants' group membership. Third, eight students from the experimental group (four high-performing and four low-performing participants based on the post-test writing scores) participated in semi-structured interviews lasting approximately 10–15 minutes. These interviews explored learners' perceptions of the gamified writing activities, their emotional experiences throughout the intervention, and any perceived changes in their writing habits, motivation, and attitudes.

The study was conducted over a period of nine weeks. During Week 1, both groups completed the WMQ and a 45-minute timed writing task as pre-tests. Between Weeks 2 and 7, participants completed one writing task per week, progressing sequentially through descriptive, narrative, opinion, and expository writing genres. Before each writing activity, both groups received the same 20-minute instructional session. During Week 8, both groups completed the WMQ and a second timed writing task as post-tests. In Week 9, semi-structured interviews were conducted with the selected participants from the experimental group. Quantitative data were analysed using SPSS Statistics Version 26. Pre-test scores were compared to verify that the two groups were equivalent before the intervention. Within-group improvements from pre-test to post-test were then examined, followed by comparisons of post-test performance between the two groups. Qualitative interview data were transcribed verbatim, coded thematically, and organised into emerging themes using a systematic thematic analysis procedure.

ANALYSIS AND RESULTS

Before the intervention, both groups completed the Writing Motivation Questionnaire (WMQ) and a timed writing task. The mean motivation and writing quality scores of the two groups were highly comparable, indicating that neither group had a significant advantage at baseline. Therefore, any differences observed following the intervention could reasonably be attributed to the instructional approach rather than to pre-existing differences in learners' motivation or writing ability. Following the six-week intervention, the experimental group demonstrated a substantial improvement in overall writing motivation. On the five-point scale, the mean motivation score increased from approximately 3.1 before the intervention to nearly 3.8 afterwards, representing an improvement of approximately 22%. This increase was not merely statistical but was also reflected in learners' perceptions, as many participants reported feeling considerably more enthusiastic and willing to engage in writing activities. The greatest improvement was observed in the intrinsic motivation dimension. At the beginning of the study, many participants indicated that they wrote primarily because writing tasks were compulsory rather than enjoyable. By the end of the intervention, the average intrinsic motivation score had increased from approximately 2.9 to 3.8, suggesting a meaningful transition from externally regulated participation to genuine internal motivation. Learners reported looking forward to writing activities, voluntarily writing during their free time, and experiencing greater pride in their written work.

An equally important finding was the reduction in writing anxiety. Before the intervention, many participants reported feeling anxious about making mistakes and reluctant to share their written work with classmates. After six weeks, the average anxiety score decreased from approximately 3.7 to 2.9 on the five-point scale. Interview responses suggested that the gamified environment made mistakes feel less threatening and encouraged learners to perceive errors as a natural part of the learning process rather than as failures. In contrast, the control group demonstrated only a slight increase in motivation, with the average score rising from approximately 3.1 to 3.2. This relatively small improvement was unlikely to represent a meaningful educational effect and was more plausibly associated with learners' increasing familiarity with the course rather than with any specific motivational intervention. Consequently, the experimental group achieved substantially higher motivation scores than the control group at the conclusion of the study. With regard to writing quality, participants'

compositions were evaluated using a five-criterion analytic rubric assessing content, organisation, vocabulary, grammar, and mechanics, with a maximum possible score of 20 points. At the beginning of the study, both groups produced writing of comparable quality, with mean scores of approximately 11 points out of 20. Following the intervention, the experimental group's mean score increased to nearly 15 points, representing an improvement of approximately 30%. Although the control group also demonstrated progress, its mean score increased only to approximately 12 points, corresponding to an improvement of roughly 10%.

Analysis of the individual rubric criteria revealed that the experimental group achieved the greatest gains in vocabulary and content development. The mean vocabulary score increased from approximately 2.2 to 3.2 (out of 4). Learners demonstrated a noticeably broader lexical repertoire, incorporated newly acquired vocabulary from classroom instruction, experimented with less frequent expressions, and displayed greater lexical diversity overall. The "Lexical Explorer" badge appeared to be a particularly effective motivational element contributing to this improvement. Similarly, the mean score for content and idea development increased from approximately 2.3 to 3.2 (out of 4). Participants elaborated their ideas more effectively, provided richer supporting details and examples, and organised their arguments more coherently. The narrative framing of the writing tasks appeared to stimulate learners' creativity and encouraged them to consider more carefully both what to write and how to engage their intended audience. Although improvements were also observed in organisation, grammar, and mechanics, these gains were comparatively more modest. This finding suggests that gamification exerted its strongest influence on the creative, expressive, and lexical dimensions of writing, whereas accuracy-related aspects of writing developed at a slower rate. The thematic analysis of the interview data generated three principal themes. The first theme concerned enhanced engagement and enjoyment. Participants consistently described the gamified writing activities as "exciting," "enjoyable," and "different from ordinary homework." The narrative component was particularly well received. One participant explained: "I wanted to finish the mission to see what happened next in the story. I didn't feel like I was writing an essay—I felt like I was solving a puzzle. I actually looked forward to Wednesday's writing class."

The second theme involved reduced writing anxiety and increased willingness to revise. Several learners reported that the point-and-badge system fundamentally changed their perception of mistakes. In traditional writing classes, errors were commonly viewed as failures because they were highlighted in red ink. In contrast, the gamified environment encouraged learners to regard mistakes as opportunities for improvement since they could revise their work and regain points. As one participant commented: "Before, I was afraid to write because of mistakes. But in the game, if I lost points, I could try again. So I revised my text two or three times, and each time it became better." The third theme related to motivation through competition and visible progress. The leaderboard and experience point (XP) system provided learners with continuous, tangible evidence of their progress throughout the intervention. Instead of receiving only a final grade, participants were able to monitor their weekly development and compare their progress with that of their classmates. One interviewee stated: "Seeing my name move up the leaderboard made me want to write more and use more advanced vocabulary to earn the 'Lexical Explorer' badge. I even started reading English articles at home to learn new words."

CONCLUSION

This study provides empirical evidence that gamified writing tasks significantly enhance both the writing motivation and the writing quality of B1-level EFL learners. By embedding writing activities within a structured game-based narrative incorporating points, badges, leaderboards, progressive challenges, and mission-oriented tasks, the intervention successfully addressed learners' psychological needs for autonomy, competence, and relatedness. Furthermore, it reduced writing anxiety and promoted deeper cognitive engagement, greater creativity, and sustained participation in the writing process. The most substantial improvements were observed in vocabulary range and content development, suggesting that gamification encourages learners to take greater linguistic risks, employ a wider range of lexical resources, and invest more effort in developing their written texts.

The findings of this study have important practical implications for EFL teachers, curriculum developers, and educational policymakers, particularly in educational contexts such as Uzbekistan, where product-oriented approaches to writing instruction continue to predominate. Integrating gamification into writing curricula—whether through digital learning platforms, classroom-based game mechanics, or low-technology alternatives such as progress charts, sticker systems, and achievement trackers—offers an evidence-based strategy for transforming writing from a source of anxiety and obligation into an engaging, rewarding, and iterative learning experience. Future research should investigate the long-term sustainability of the motivational and instructional benefits of gamification, examine its effectiveness across different language proficiency levels and educational settings, and explore its integration with artificial intelligence (AI)-driven feedback systems to support both writing fluency and linguistic accuracy in second language (L2) writing development.

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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



AKTABGACHA VA AKTAB TA'LIMI

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