

METHOD OF GAMIFICATION IN TEACHING ENGLISH IDIOMS TO KARAKALPAK STUDENTS

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This article explores the effectiveness of gamification as a method for teaching English idioms to Karakalpak students. Idioms present linguistic and cultural difficulties for learners whose native languages conceptualize metaphors differently. The paper analyzes pedagogical principles of gamification and its role in developing idiomatic competence. The works of Uzbek and Karakalpak scholars are also examined, demonstrating the relevance of interactive and communicative approaches in modern English teaching in Uzbekistan. Results show that gamification increases motivation, improves memorization, and supports cultural awareness.

Introduction

Idioms are an essential part of English vocabulary and communicative competence, yet they remain difficult for learners due to their figurative meanings and cultural specificity (Liu, 2021). In Uzbekistan, scholars such as S. Makhkamova (2019), A. G'aniyeva (2020), and N. Abdukarimov (2021) emphasize the need for interactive and learner-centered approaches in teaching vocabulary and phraseological units. For Karakalpak learners, gamification provides the emotional engagement and contextual richness needed to understand idioms more effectively.

Gamification—using game elements such as challenges, points, and rewards in non-game contexts—has been shown to increase student motivation and participation [1.] This article analyzes classroom strategies integrating gamification when teaching idioms to Karakalpak students.

2. Literature Review

International Sources

Gamification promotes engagement and deeper processing of vocabulary [2,5]. Idiom learning is enhanced through context, visualization, and repeated exposure[3.].

Uzbekistan and Karakalpakstan Researchers

A number of Uzbek scholars have studied the use of interactive methods in foreign language teaching:

- Makhkamova, S. (2019) — highlights communicative and interactive strategies in teaching English vocabulary.
- Abdukurimov, N. (2021) — argues for integrating digital tools and game elements to increase motivation in Uzbek EFL classrooms.
- G‘aniyeva, A. (2020) — emphasizes contextual and cognitive approaches in mastering English idioms.
- Bekmuratova, N. (2022) (Karakalpak researcher) — examines teaching methods for English phraseological units to regional learners.
- Allaberganov, R. (2020) — studies the effect of educational games on vocabulary acquisition among Uzbek learners.
- Utegenova, G. (2021) — focuses on culturally oriented teaching of English idioms to Karakalpak students.

These studies collectively confirm that gamification increases learner autonomy, supports comprehension of figurative meaning, and creates a motivating learning environment.

3. Methodology

The research uses a descriptive qualitative approach based on: analysis of Uzbek, Karakalpak, and international pedagogical literature, classroom observations in Karakalpak schools and universities, teacher interviews, analysis of gamified lesson samples.

The target group consisted of Karakalpak secondary and university students aged 13–20.

4. Gamification Techniques for Teaching Idioms

4.1 Digital Gamification Tools

Kahoot / Quizizz Idiom Battles

Students choose meanings or examples of idioms. Competition increases cognitive engagement.

Interactive Platforms (Wordwall, LearningApps)

4.2 Non-Digital Classroom Games

Idiom Bingo

Students identify idioms from teacher-read clues.

Idiom Role-Play Theater

Groups perform short scenes representing idioms, which supports visualization—a need repeatedly.[9.]

“Find the Idiom” Treasure Hunt

Hidden idioms prompt collaborative problem-solving.

5. Results

Classroom observations and teacher feedback showed that:[8.]

Motivation increased due to fun, challenge-based activities.

Students remembered idioms better through repetition in game cycles.

Cultural awareness improved when idioms were contextualized.

Students exhibited more active speaking participation.

These results align with Uzbekistan-based studies indicating that gamification fosters active learning [7,10].

6. Discussion

Gamification supports idiom learning by:

Enhancing Motivation

Uzbek scholars consistently emphasize the role of emotional engagement in vocabulary learning [6.].

Improving Comprehension of Figurative Meaning

Games, especially role-play, provide the contextual clues needed to decode idioms.

Supporting Cultural Competence

To my way of thinking, karakalpak students benefit from repeated contextual exposure.

7. Conclusion

Gamification is an effective method for teaching English idioms to Karakalpak students. Both Uzbek and international research confirms that game-based strategies improve engagement, cultural understanding, and memory retention. Gamification aligns well with the modernization goals of foreign language education in Uzbekistan and should be integrated widely in idiom teaching.

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