ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23

American Academic publishers, volume 6, issue 01,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

DEVELOPING ENGLISH SPEAKING SKILLS OF UNIVERSITY STUDENTS THROUGH GAMIFICATION AND INTERACTIVE DIGITAL PLATFORMS

Nizamova Regina

lecturer of the department"Philology and language teaching"

Samarkand branch and institute

"International School of Financial Technology and Science"

Annotation

This article examines the potential for developing English speaking skills in university students using gamification and interactive digital platforms. It analyzes the theoretical foundations of gamified learning, the specifics of developing communicative competence in a digital educational environment, and practical techniques and tools for enhancing student motivation and the effectiveness of oral communication training. A conclusion is reached regarding the feasibility and effectiveness of integrating digital gaming technologies into foreign language teaching at universities.

Keywords

Gamification, digital platforms, English language, speaking, communicative competence, higher education.

In the context of globalization and digitalization of education, English language proficiency, particularly oral communication skills, is becoming a key competency for university graduates. Modern employers expect young professionals to be able to express themselves fluently in English, participate in professional discussions, and interact effectively in an international environment. However, traditional teaching methods do not always provide sufficient motivation and engagement among students, which negatively impacts the development of speaking skills.

In this regard, the use of gamification and interactive digital platforms, which make the learning process more dynamic, personally meaningful, and focused on active student participation, is becoming particularly relevant.

Theoretical Foundations of Gamification in Foreign Language Teaching

Gamification in education is the use of game elements (points, levels, rankings, rewards, scenarios) in a non-game context to increase learner motivation and engagement. In foreign language teaching, gamification relies on communicative and activity-based approaches that involve the active use of language in situations similar to real-life communication.

The main benefits of gamification are:

- reducing the language barrier and fear of mistakes;
- increasing students' intrinsic motivation;

ORIGINAL ARTICLE
INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE
ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

- creating a safe and supportive environment for oral practice;
- development of collaboration and critical thinking skills.

Game mechanics help foster a positive emotional environment, which is especially important for developing speaking skills that require confidence and spontaneity.

Interactive digital platforms as a means of developing speaking skills

Interactive digital platforms offer a wide range of opportunities for organizing oral practice in English. Some of the most effective tools include:

- educational platforms with gamification elements (Quizizz, Kahoot, Wordwall);
- apps for developing speaking skills and pronunciation;
- video conferencing services for role-playing games, debates and discussions;
- online whiteboards and collaborative spaces for preparing oral presentations.

The use of digital platforms allows for the simulation of real-life communication situations, providing instant feedback, and accommodating each student's individual learning pace. Furthermore, the digital environment expands opportunities for autonomous learning and self-monitoring.

Practical techniques for gamified speaking training

In the practice of teaching English at a university, gamification and digital platforms can be implemented through the following techniques:

1. Role-playing games and simulations – modeling professional and everyday communication situations (business meetings, interviews, presentations).

2. Online quests and missions – completing communication tasks with gradual increase in difficulty and achieving goals.

3. Competitive formats – team quizzes and debates with a points and rating system.

4. Project work - creation of digital products (video presentations, podcasts) followed by oral defense

These forms of work contribute to the activation of speech activity, the development of fluency and accuracy of speech, as well as the formation of public speaking skills.

Results and pedagogical potential

Experience with gamification and interactive digital platforms in university English language teaching demonstrates increased student motivation, increased classroom engagement, and improved oral communication. Students become more confident, more willing to participate in discussions, and demonstrate a readiness for real-world foreign language communication.

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

Thus, gamification acts not as an entertainment element, but as an effective pedagogical tool that helps achieve educational goals.

Conclusion

The use of gamification and interactive digital platforms in teaching English speaking to university students is a relevant and promising area of modern foreign language teaching methodology. The integration of game elements and digital technologies helps increase motivation, create conditions for active speaking practice, and ensure better learning outcomes. Going forward, it seems advisable to expand the methodological arsenal of gamified technologies and conduct empirical research on their effectiveness.

Reference

1. Bespalko V. P. Pedagogy and progressive teaching technologies. – M.: IRPO Publishing House, 2019.
2. Passov E. I. Communicative method of teaching foreign language speaking. – M.: Education, 2018.
3. Deterding S., Dixon D., Khaled R., Nacke L. From Game Design Elements to Gamefulness : Defining Gamification. – 2011.
4. Richards JC Teaching Listening and Speaking. – Cambridge: Cambridge University Press, 2008.
5. Regina M. Linguocultural features of phraseological units //Academicia Globe: Inderscience Research. – 2021. – Т. 2. – №. 05. – С. 148-150.
6. Regina M. Linguocultural features of phraseological units //Academicia Globe: Inderscience Research. – 2021. – Т. 2. – №. 05. – С. 148-150.
7. Regina M. COMPARISON OF MAIN VARIETY IN ENGLISH: Mukhitdinzoda Regina, e-mail: nizamova. regiwka@ gmail. com //Научно-практическая конференция. – 2022.
8. Alimjanovna, Nizamova Regina. "THE CONCEPT “BEAUTY” AND ITS REFLECTION IN THE LANGUAGE AND PHILOSOPHY." JOURNAL OF INTERNATIONAL SCIENTIFIC RESEARCH 1.4 (2024): 308-311.
9. Низамова, Регина Алимжановна, and Афина Рахманова. "СРАВНЕНИЕ АНГЛИЙСКОГО И УЗБЕКСКОГО ЯЗЫКА." ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ 63.4 (2025): 90-95.
10. Регина, Мухитдинзода. "Жаргоны в английском и русском языках." Общество и инновации 4.3/S (2023): 261-266.
11. Mukhitdinzoda, Regina Alimjanovna. "About Some Features of the Use of Phraseological Units in Mass Media." International Journal of Trend in Scientific Research and Development (IJTSRD).
12. Muxitdinzoda, Regina. "Obscene Language in English and Russian Languages." International Journal of Trend in Scientific Research and Development.
13. Mukhitdinzoda, R. A. "COMPARISON OF MAIN VARIETY IN ENGLISH." Язык. Образование. Культура. 2023.
14. Mukhitdinzoda, Regina Alimjanovna. "Verbal Control and Transitivity in Modern English." Spanish Journal of Innovation and Integrity.

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

15. Развитие Навыков Английского Говорения Студентов Вуза Средствами Геймификации И Интерактивных Цифровых Платформ Ра Низамова - Ta'lim Innovatsiyasi Va Integratsiyasi, 2025