



SIMILARITIES BETWEEN TEACHING ENGLISH AND UZBEK GRAMMAR USING GAMIFICATION: AN ANTHROPOCENTRIC PERSPECTIVE

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DOI: <https://doi.org/10.5281/zenodo.18733256>

Abstract. *Gamification has proven effective in grammar instruction across diverse linguistic contexts, revealing notable similarities in its application to foreign language (English) and mother tongue (Uzbek) teaching. This literature review highlights shared benefits, including enhanced motivation, engagement, reduced anxiety, and improved retention through interactive and contextual activities. Anthropocentric paradigms underscore these parallels by framing grammar as a human-centered cognitive process, where games embed structures in experiential and relational contexts regardless of language status. Evidence from Uzbek primary and higher education, combined with broader EFL studies, demonstrates universal pedagogical advantages. Implications recommend unified gamified frameworks to foster communicative competence in multilingual settings.*

Keywords: *gamification, grammar teaching, English foreign language, Uzbek mother tongue, anthropocentric paradigm, motivation, engagement.*

Introduction. Grammar teaching, whether for a foreign language like English or a mother tongue like Uzbek, aims to develop accurate and fluent structural competence. Traditional methods often rely on rote drills, leading to disengagement across contexts (Hashim et al., 2019; Dehghanzadeh et al., 2021). Gamification—incorporating elements such as points, badges, competitions, and narratives—transforms these challenges into engaging experiences, boosting motivation and practical application in both EFL and native language settings (Qobilova & Suyunov, 2022; Qobilova et al., 2023). Despite typological differences—English analytic structures with post-modification versus Uzbek agglutinative morphology (Suyunov, 2024c)—gamification reveals striking similarities. It promotes inductive learning, contextual practice, and human-centered engagement, aligning with anthropocentric paradigms that view grammar as rooted in cognitive agency, relations, and cultural experience (Suyunov, 2024a; Suyunov, 2024b). This review synthesizes specified Uzbek studies on game activities in primary classes and gamification



in higher education English teaching with international EFL research, emphasizing common motivational, methodological, and theoretical benefits.

Methods. This study employs a qualitative literature review methodology with interpretive thematic analysis to identify similarities in gamification for grammar teaching in foreign (English) and mother tongue (Uzbek) contexts. Sources were selected based on relevance to gamification in grammar instruction, shared pedagogical outcomes, and anthropocentric linguistic frameworks. Inclusion criteria included:

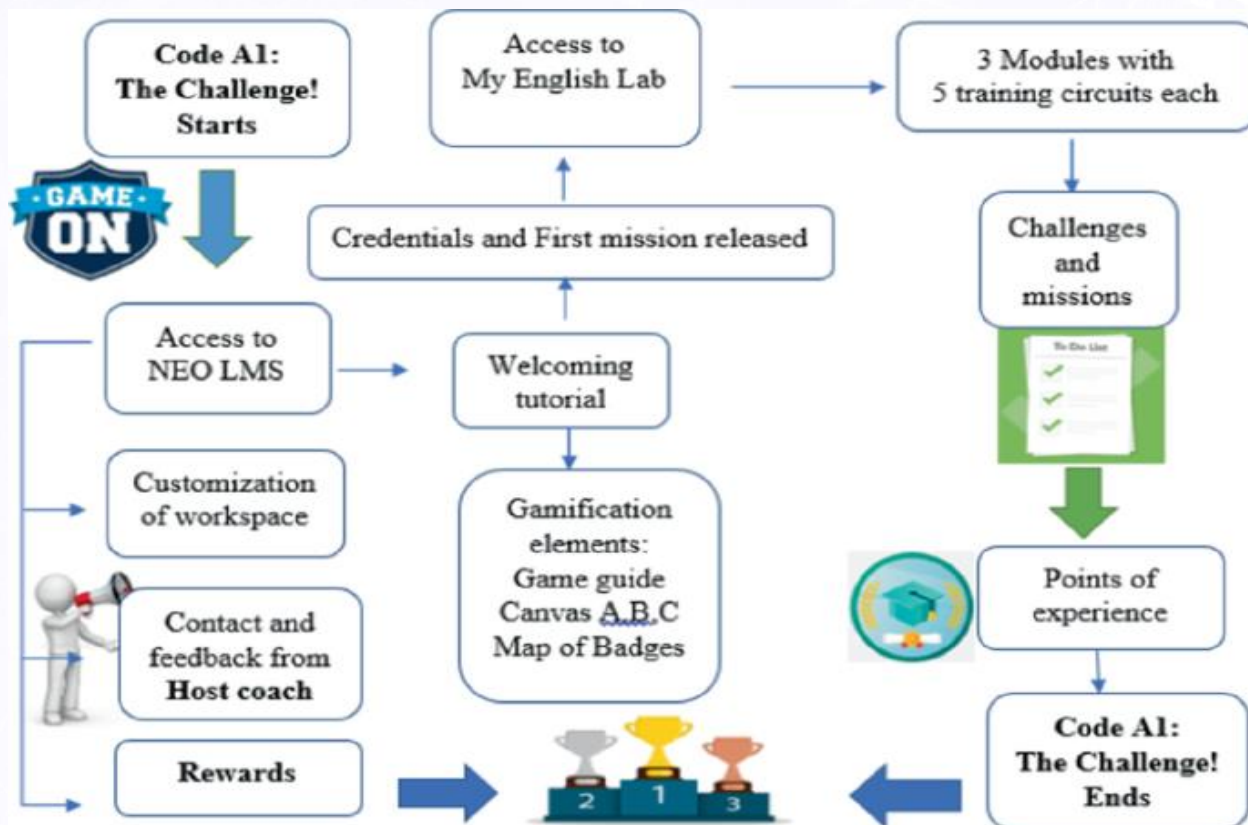
- Peer-reviewed articles on gamification or games for grammar in EFL and native/mother tongue settings.
- Studies examining motivation, engagement, and structural learning via games.
- Works integrating anthropocentric views on grammar pedagogy.

Core sources comprise the designated publications by Qobilova Nodira Sanaqulovna and Suyunov Bobur Shokir o'g'li, providing Uzbek-specific insights. These were supplemented by additional reliable works from databases and journals (e.g., *Frontiers in Psychology*, *Computers & Education*, *Arab World English Journal*). Analysis involved thematic categorization: shared motivational impacts, common applications (e.g., contextual and communicative games), and anthropocentric alignments. Synthesis emphasized interpretive parallels without primary data collection.

Results. Shared Motivational and Engagement Benefits:

Gamification consistently enhances motivation and reduces anxiety in grammar learning across languages. In Uzbek primary classes, game activities create enjoyable environments, fostering active participation and positive attitudes toward native structures (Qobilova & Suyunov, 2022). Similarly, in higher education EFL, gamified elements like rewards and competition increase persistence and enjoyment in English grammar (Qobilova et al., 2023; Dehghanzadeh et al., 2021; Hong et al., 2020). Studies show games alleviate monotony, promote self-confidence, and encourage collaborative practice, yielding comparable improvements in engagement for both foreign and native learners (Hashim et al., 2019; Zarzycka-Piskorz, 2016).

Table 1.



Common Applications in Grammar Instruction:

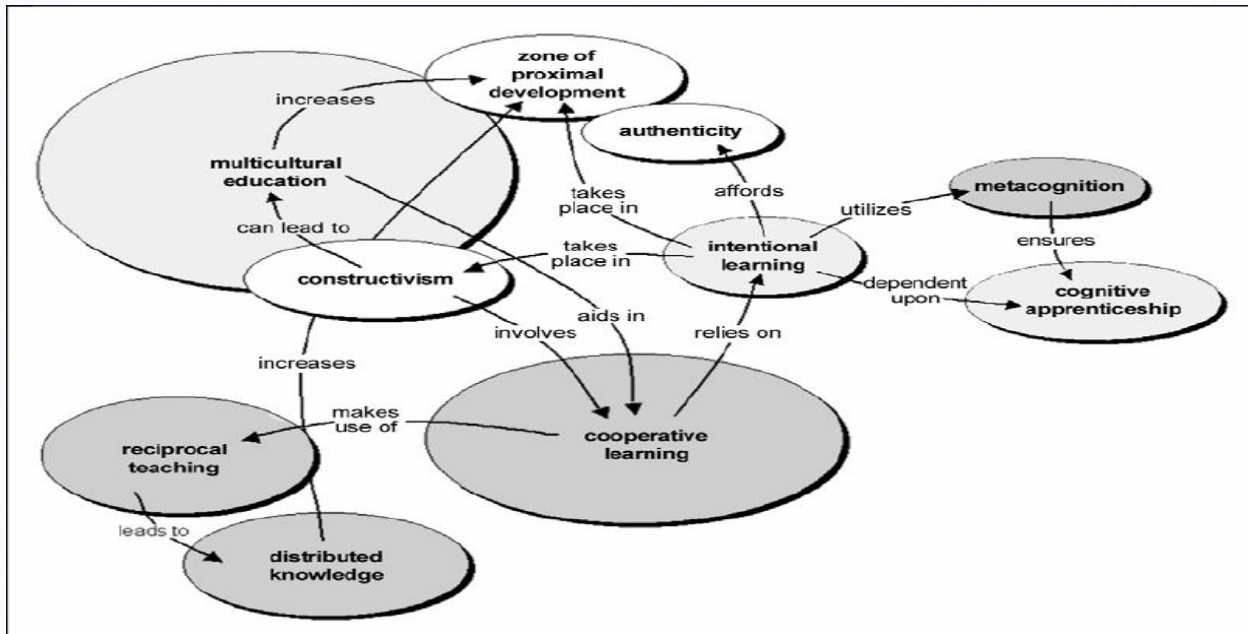
Communicative and contextual games prove effective universally. Board games, digital tools (e.g., Quizlet, Kahoot), and role-plays facilitate inductive grammar discovery, integrating rules with meaningful use (Lin et al., 2020; Purgina et al., 2020). In EFL, these reduce errors through scenario-based practice; in native contexts, they reinforce intuitive knowledge playfully. Visual and interactive formats, such as puzzles for modifiers or suffixation, embed structures experientially, benefiting English post-modification and Uzbek agglutination alike (Suyunov, 2024c).

Anthropocentric Alignments:

Anthropocentric paradigms reveal grammar as human-centered, prioritizing cognitive agency and relations (Suyunov, 2024a; Suyunov, 2024b). Games align by situating structures in relational, experiential contexts—fostering communicative competence through human-like interactions in both EFL and native teaching (Al-Dosakee & Ozdamli, 2021).

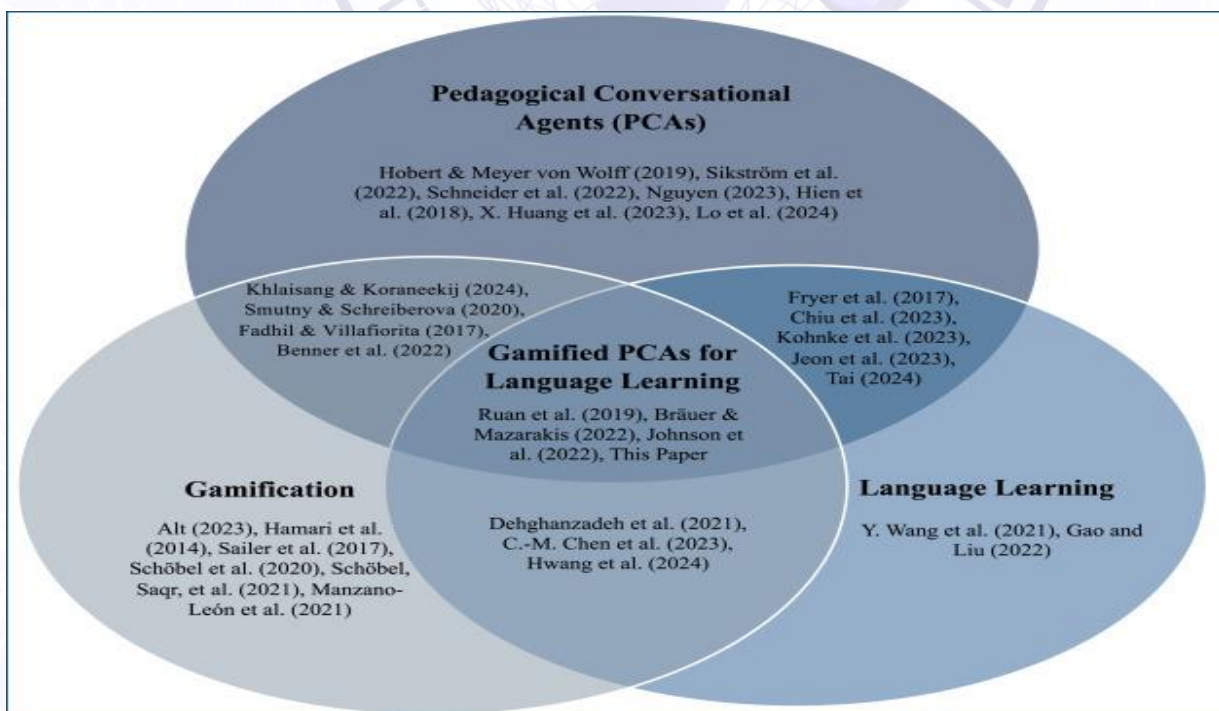
Discussion

Table 2.



The evidence highlights profound similarities: gamification universally boosts motivation, engagement, and retention by making grammar interactive and contextual, transcending foreign/native distinctions (Dehghanzadeh et al., 2021; Hashim et al., 2019). Anthropocentric frameworks explain this synergy, viewing games as tools that mirror human cognitive priorities, embedding English modifiers or Uzbek relational markers in experiential play (Suyunov, 2024a; 2024b; 2024c). In Uzbekistan's context, primary games for Uzbek parallel higher-education gamification for English, unifying theory and practice (Qobilova & Suyunov, 2022; Qobilova et al., 2023).

Table 3.





Limitations stem from secondary sources and fewer native-language studies; future empirical research could validate cross-context transfers. Hybrid, anthropocentrically informed gamification offers scalable solutions for effective grammar pedagogy.

Conclusion. This review establishes that gamification yields remarkable similarities in teaching English (foreign) and Uzbek (mother tongue) grammar, primarily through enhanced motivation, engagement, contextual practice, and alignment with human-centered learning. Games transform abstract rules into dynamic, experiential activities, reducing anxiety and promoting retention universally (Qobilova & Suyunov, 2022; Qobilova et al., 2023; Dehghanzadeh et al., 2021). Grounded in anthropocentric paradigms, these parallels reflect grammar's cognitive and relational essence, amplified by playful interactions (Suyunov, 2024a; 2024b). In multilingual Uzbekistan, unified gamified approaches—from primary reinforcement to advanced EFL—promise holistic proficiency. Ultimately, gamification emerges as a versatile, evidence-based strategy for humanistic grammar education, fostering enjoyment and competence across linguistic boundaries. Future studies should explore integrated implementations to maximize these shared benefits.

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