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## **BIZNES INGLIZ TILINI O'QITISHDA GAMIFIKATSIYA PEDAGOGIK VOSITA SIFATIDA: NOFILOLOGIK YO'NALISH TALABALARI TIL KO'NIKMALARINI RIVOJLANTIRISH**

**Inoyatova Rushana**

Namangan davlat chet tillari instituti, o'qituvchi, mustaqil tadqiqotchi

### **Annotatsiya**

So'nggi yillarda geymifikatsiya va o'yin asosidagi ta'lim usullari oliy ta'lim tizimida, ayniqsa filologik bo'lmagan mutaxassisliklar, jumladan biznes yo'nalishlari talabalarining ingliz tili ko'nikmalarini rivojlantirishda samarali pedagogik yondashuv sifatida tan olindi. Ushbu maqolada to'rtta interaktiv o'yin — Taboo, Typhoon, Two Truths and a Lie va Jeopardy — ning Biznes ingliz tili o'quv jarayoniga tatbiq etilishining ta'limiy ahamiyati o'rganiladi. Mazkur faoliyat turlari lug'at boyligini kengaytirish, og'zaki nutq ravonligini oshirish, tanqidiy fikrlash hamda hamkorlikka asoslangan o'qishni rivojlantirishga yordam berishi, shuningdek, talabalar motivatsiyasini va darsga jalb qilinishini kuchaytirishi ko'rsatib berilgan. Bundan tashqari, maqolada birinchi kurs biznes yo'nalishi talabalari orasida o'yin asosidagi ta'lim natijalarini an'anaviy o'qitish usullari bilan qiyoslashga yo'naltirilgan eksperimental model ham taqdim etilgan.

**Kalit so'zlar:** geymifikatsiya, o'yin asosidagi ta'lim, biznes ta'limi, talaba motivatsiyasi, ingliz tilini o'qitish.

## **ГЕЙМИФИКАЦИЯ КАК ПЕДАГОГИЧЕСКИЙ ИНСТРУМЕНТ В ОБУЧЕНИИ ДЕЛОВОМУ АНГЛИЙСКОМУ ЯЗЫКУ: РАЗВИТИЕ ЯЗЫКОВЫХ НАВЫКОВ СТУДЕНТОВ НЕФИЛОЛОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ**

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### **Аннотация**

В последние годы геймификация и игровые методы обучения зарекомендовали себя как особенно результативные стратегии в системе высшего образования, прежде всего для студентов непрофилологических специальностей — в частности, обучающихся по бизнес-направлениям, — которым необходимо совершенствовать навыки владения английским языком. В данной статье исследуется образовательная ценность внедрения четырёх интерактивных игр — Taboo, Typhoon, Two Truths and a Lie и Jeopardy — в процесс преподавания делового английского языка. Показано, что данные виды деятельности способствуют расширению словарного запаса, развитию устной речи, критического мышления и кооперативного обучения, а также повышают мотивацию студентов и их активность на занятиях. Кроме того, в статье представлена экспериментальная схема, направленная на сравнение результатов игрового обучения с традиционными методами преподавания среди студентов первого курса бизнес-направлений.

**Ключевые слова:** геймификация, игровое обучение, бизнес-образование, мотивация обучающихся, преподавание английского языка.

## **GAMIFICATION AS A PEDAGOGICAL TOOL IN BUSINESS ENGLISH: ENHANCING NON- PHILOLOGICAL STUDENTS' LANGUAGE SKILLS**

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### **Abstract**

In recent years, gamification and game-based learning have emerged as particularly effective strategies in higher education, especially for students enrolled in non-philological programs—such as those studying business—who need to strengthen their English language skills. This article explores the educational benefits of incorporating four interactive games—Taboo, Typhoon, Two Truths and a Lie, and Jeopardy—into Business English instruction. These activities are shown to promote vocabulary growth, oral fluency, critical reasoning, and cooperative learning, while also boosting student motivation and classroom engagement. The paper additionally outlines an experimental framework aimed at comparing the outcomes of game-integrated teaching with those of conventional instructional methods among first-



the effects of the Taboo Word Game on business vocabulary development among diploma-level students at a private college and found a statistically significant improvement in pre-test and post-test scores, confirming the game's effectiveness in building vocabulary. These results align with earlier findings suggesting that games benefit vocabulary learning precisely because they are both enjoyable and cognitively challenging [8; 1107–1108-b.].

## 2. Typhoon

Typhoon is a review-based game structured around strategic point selection. The teacher constructs a board containing a mix of hidden values: standard positive scores, doubled points, point-swap options, and so-called typhoon spaces that cancel previously accumulated points. Teams take turns answering questions and choosing board positions, weighing their knowledge against risk-assessment considerations.

This format is particularly relevant for business students because it mirrors real professional dynamics: managing uncertainty, evaluating probabilities, and making collective decisions under pressure. From a language-learning perspective, Typhoon has been found to improve the retention of previously introduced vocabulary and grammatical structures by embedding repetition within an emotionally stimulating context [7; 201-b.].



The activity additionally demands effective teamwork, negotiation skills, and shared reasoning—competencies that are directly applicable to business environments. Students must discuss options, agree on strategic choices, and evaluate outcomes together, thereby practicing the same collaborative processes found in professional meetings, team projects, and organizational decision-making.

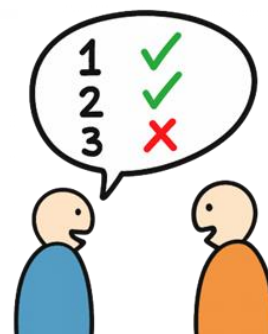
## 3. Two Truths and a Lie

This activity is primarily designed to build fluency and interpersonal communication skills. Each participant presents two factual statements and one false claim about themselves, and their classmates must determine which statement is untrue. The personal and lighthearted nature of the game helps dismantle psychological barriers to participation and creates conditions for authentic communication.

Research in second language acquisition consistently shows that alleviating performance-related anxiety leads to measurable improvements in oral fluency [5; 614–617-b.]. This activity fosters a relaxed conversational atmosphere in which learners naturally rehearse spontaneous speech, storytelling, and question-and-answer exchanges. It functions, in essence, as an icebreaker: a tool that helps learners transition comfortably into group interaction and sets a productive tone for further communicative activities [4; 2-b.]; [15; 21-b.]. The game can be played in virtually any setting and develops a range of skills:

- critical and analytical thinking
- spoken communication and language use
- vocabulary development
- collaborative and teamwork skills
- perceptiveness and interpretive reasoning

These dimensions of development ensure growth across all four core language skills. Business English teachers, in particular, can adapt this activity by incorporating industry-specific content such as business terminology, case studies, or professional scenarios to make it directly relevant to students' academic and career goals.



## 4. Jeopardy

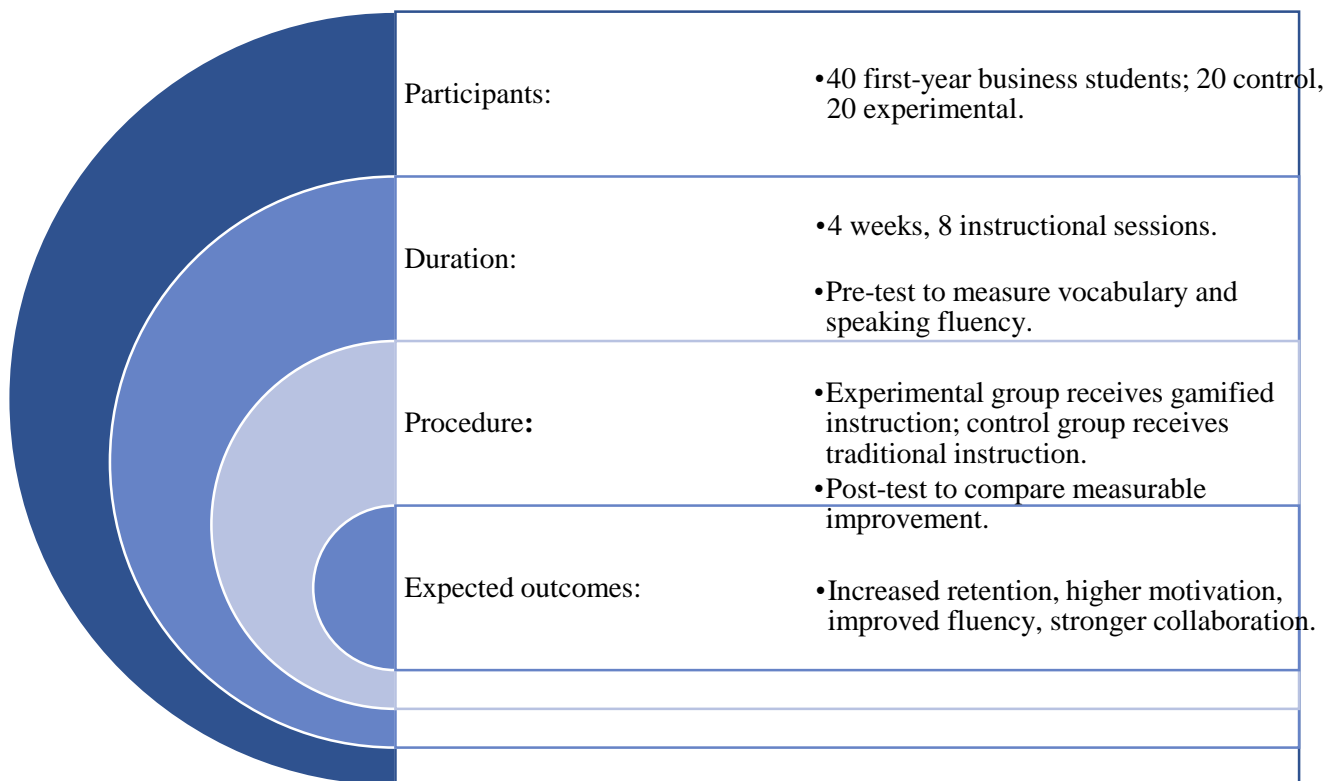
Jeopardy is a competitive, quiz-format activity that serves primarily as a tool for reviewing and consolidating course content. Students select questions from thematic categories at varying point values, allowing them to calibrate their choices based on confidence level and preferred difficulty. The cognitive retrieval involved in this kind of active review supports deeper learning and long-term memory retention [6; 402–406-b.].

Jeopardy promotes teamwork, reasoning, and substantive discussion. It is especially well-suited for use before major assessments, as it combines repeated exposure to material with active, goal-oriented engagement—a combination that has consistently proven more effective than passive review strategies.

Sepyanda describes Jeopardy as an activity that encourages learners to think carefully about what information could lead to a specific answer, thereby strengthening their conceptual understanding [11; 124-

b.]. In classroom settings, the competitive element also builds social bonds and healthy rivalry among peers. Zebua and colleagues [15; 76–78-b.] confirmed the game's effectiveness in vocabulary development, finding that students were actively engaged in learning new words and demonstrated significant gains in vocabulary knowledge following participation. For Business English instruction, Jeopardy offers particular value in expanding learners' vocabulary base and sharpening their listening and reading comprehension skills.

### Method and Results



**Picture 1.** Experimental plan of the study.

The study adopted a quasi-experimental design involving 40 first-year business students, who were assigned to either a control group or an experimental group of 20 participants each. The aim was to assess the impact of gamification-based instruction on vocabulary development and speaking fluency. The intervention lasted four weeks, comprising eight teaching sessions in total. Both groups completed a pre-test at the outset to establish baseline measures of vocabulary knowledge and oral fluency.

Throughout the treatment phase, the experimental group participated in lessons incorporating game-design features—including point systems, team competitions, badges, and interactive digital games—targeting vocabulary reinforcement and communicative fluency development. In contrast, the control group received instruction through conventional methods, relying primarily on teacher-led explanations, written exercises, and textbook-based speaking activities.

Upon completion of the four-week period, both groups were administered an identical post-test to evaluate measurable gains in vocabulary retention and spoken performance. Based on the theoretical foundations of gamification research, it was hypothesized that the experimental group would outperform the control group in vocabulary retention, demonstrate higher motivation, show greater improvement in oral fluency, and exhibit more collaborative engagement during classroom activities.

### Discussion

**Table 1.** Overview of game-based activities and their pedagogical functions.

Game	Main objective	Skills targeted	Recommended contexts
Taboo	Vocabulary	Paraphrasing,	Speaking practice,

	development & descriptive fluency	circumlocution, teamwork	lexical revision
Typhoon	Review & strategic reasoning	Recall, analytical thinking, collaboration	Unit review, pre-exam preparation
Two Truths and a Lie	Fluency & social interaction	Confidence, narrative speech, interpersonal skills	Icebreaker activities, fluency warm-ups
Jeopardy	Structured content consolidation	Recall, critical thinking, team deliberation	Exam preparation, end-of-unit review

Table 1 summarizes and compares the pedagogical profiles of the four game-based activities used in Business English instruction. While each game serves a distinct primary purpose, they function as complementary components of a broader instructional strategy that targets both language and professional skills. Taboo focuses on building vocabulary and descriptive communication through the use of paraphrase and circumlocution, fostering the kind of linguistic adaptability essential in professional contexts. Typhoon strengthens strategic cognition and memory recall by requiring teams to manage uncertainty and make collective decisions under pressure. Two Truths and a Lie centers on developing fluency and reducing social anxiety, creating a low-stakes environment conducive to authentic interpersonal communication. Jeopardy offers a structured platform for content review that reinforces critical thinking and collaborative problem-solving in preparation for assessments. Taken together, these four activities provide a well-rounded and balanced approach to language development in business-oriented educational settings.

**Table 2.** *Pedagogical benefits of gamification in Business English instruction.*

Benefit	Effect on learning	Classroom example
Greater motivation	Stronger engagement and voluntary participation	Students proactively contribute to discussions and activities
Better vocabulary retention	Enhanced recall through emotional engagement and repetition	Learners successfully retrieve business terms after game-based cycles
Lower language anxiety	More willingness to take communicative risks	Students feel confident speaking during gamified fluency activities
Stronger teamwork	Collaborative negotiation and shared decision-making	Group-based games replicate authentic business collaboration

Table 2 captures the overall pedagogical impact of gamification on Business English learners across cognitive, affective, and social dimensions. Greater student motivation and reduced language anxiety together create a classroom climate in which learners are more willing to communicate, take risks, and engage actively with tasks. Improved vocabulary retention attests to the lasting value of combining emotional engagement with meaningful repetition in game contexts. Meanwhile, strengthened teamwork and collaborative skills mirror the dynamics of actual workplace settings, reinforcing the real-world applicability of language learning. Collectively, these outcomes affirm that gamification offers a holistic, sustainable, and educationally sound framework for developing communicative competence in business-oriented learners.

In terms of the relative effectiveness of the individual activities, the data suggest that Taboo and Typhoon were most impactful for vocabulary expansion and strategic thinking, while Two Truths and a Lie and Jeopardy made the most notable contributions to fluency development and motivational outcomes. Together, these four games constitute a well-integrated instructional toolkit for cultivating both linguistic proficiency and business-relevant competencies.

**Conclusion**

Gamification and game-based instructional strategies offer substantial and well-documented

benefits for Business English learners in non-philological programs. By engaging students in strategic, interactive, and communication-rich activities, these approaches develop not only language skills but also a range of transferable competencies directly applicable to professional business contexts.

The body of research reviewed here affirms that gamification constitutes an effective, motivating, and pedagogically defensible approach to language instruction. When systematically incorporated into Business English courses, it supports sustained learner motivation and enables the authentic integration of language skills with professional practice. By shifting conventional classroom dynamics toward goal-oriented collaboration and meaningful interaction, students begin to experience language learning as relevant and personally significant. This alignment between language development and real-world business demands strengthens learners' strategic thinking, adaptability, and confidence in professional communication. In the final analysis, gamification-based instruction contributes to the formation of reflective, competent, and innovation-ready individuals capable of deploying both linguistic and cognitive strengths effectively within global business environments.

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