

RESEARCH ARTICLE

Application Of The Gamification Method In Improving The Quality And Effectiveness Of Teaching In Primary Classe

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Abstract

This article scientifically analyzes the importance of the gamification method in improving the quality and effectiveness of education in primary classes. During the study, the influence of game technologies on primary school students' learning motivation, classroom activity, and academic achievement was examined. The article highlights gamified approaches based on topics and tasks presented in primary school textbooks. The research results demonstrated that the gamification method enhances students' participation in the educational process and contributes to more effective knowledge acquisition.

KEYWORDS

Gamification, primary education, game technology, motivation, interactive methods, innovative pedagogy, quality of education.

INTRODUCTION

Today, modernization of the education system, organization of lessons based on innovative methods, and increasing students' interest in learning are among the most important tasks. In particular, organizing education by taking into account the psychological and age characteristics of primary school students is of special significance.

For primary school students, play activity is one of the main needs through which they perceive the environment, communicate, and acquire knowledge more easily. Therefore, the use of gamification methods in modern pedagogy is considered one of the urgent issues.

Gamification is the application of game elements to non-game activities in order to increase users' interest and engagement.

In the educational process, gamification is implemented through elements such as points, rankings, rewards, and step-by-step tasks.

Primary school textbooks also contain tasks based on game elements. For example, the Grade 1 "Mother Tongue and Reading Literacy" textbook includes tasks such as "Create a story based on pictures," "Find the riddle," and "Make sentences from words," which develop students' creative and logical thinking. Organizing such activities through gamification further increases lesson effectiveness.

Similarly, exercises in the Grade 2 mathematics textbook such as "Who finds it faster?" and "Continue the number chain" can be organized in the form of competitions, increasing students' interest in lessons.

The purpose of this article is to scientifically analyze the impact of gamification methods on the quality and effectiveness of teaching in primary education and to develop practical recommendations based on textbooks.

Methods

During the study, pedagogical observation, experimentation, comparison, and statistical analysis methods were used. Third-grade students of a general secondary school were selected as the research object.

The experiment was conducted in two groups:

- Control group — taught using traditional methods;
- Experimental group — taught using gamification elements.

The research lasted for three months. The following gamification elements were applied during lessons:

1. Point and ranking system;
2. Reward cards;
3. "Scholars' Competition" game;
4. Team competitions;
5. Virtual stars and rewards.

The following methods were implemented based on primary school textbooks:

In mother Tongue Lessons. The task "Continue the proverbs" from the Grade 3 Mother Tongue textbook was organized as the "Who is Clever?" game. Students were divided into groups and collected points by correctly completing proverbs.

In mathematics lessons. Exercises from the Grade 2 mathematics textbook were organized in the form of a "Mathematical Race." Students received stars for each correct answer.

In reading literacy lesson. The Grade 1 textbook activity "Find the fairy tale characters" was conducted in the form of a QR-code game. This method increased students' independent thinking and interest.

Research results were evaluated through tests, observations, and questionnaires.

Results

The study revealed that the gamification method had a significantly positive effect on the effectiveness of primary education. In particular, students' classroom activity, independent work skills, and academic achievement improved.

Gamification methods used in primary classes and their effectiveness

Table 1.

Gamification Method	Purpose of Application	Procedure of Application	Observed Results
Point and ranking system	To motivate students and increase classroom participation	Points were awarded for each correct answer and assignment; weekly rankings were created	Increased interest and active participation in lessons
"Who is Faster?" game	To develop quick thinking and logical reasoning	Mathematics competitions based on solving problems quickly	Improved calculation speed and accuracy
Badge reward method	To create a sense of achievement among students	Active students received labels such as "Scholar," "Clever Student," and "Active Participant"	Increased students' self-confidence
Team competitions	To develop collaborative learning skills	Students completed assignments in groups	Improved teamwork and communication

		through competitions	skills
QR-code tasks	To increase interest in digital technologies	Hidden questions and tasks were presented through QR codes	Enhanced independent learning skills
Role-playing games	To develop speech competence and creativity	Fairy tales and stories were dramatized	Improved speaking skills and creative thinking
Virtual rewards	To strengthen lesson motivation	Electronic stars and certificates were awarded	Increased regular lesson preparation

The use of gamification methods significantly increased students’ activity in the learning process. Students completed tasks with interest and participated actively in lessons. In particular, motivational methods based on rewards proved highly effective. The point and ranking system encouraged students continuously. Points given for each assignment created a healthy competitive environment and motivated students to be more active. Games such as “Who is Faster?” and “Clever Minds Competition” developed students’ quick thinking and analytical skills.

The use of badges and reward labels created a sense of success among students. Titles such as “Scholar,” “Active Student,” and “Clever Participant” increased students’ self-confidence and encouraged active classroom participation.

Team competitions helped students develop cooperation, communication, and mutual support skills. Group assignments created a positive psychological environment among students.

QR-code tasks and virtual rewards increased students’ interest in learning through modern digital technologies. Such tasks also developed students’ independent research and information-searching skills.

Discussion

The main advantage of the gamification method is its ability to actively engage students in the educational process. Since primary school students are emotional and energetic, enjoyable activities increase learning effectiveness.

The Grade 1 “Mother Tongue and Reading Literacy” textbook contains tasks such as:

“Make a sentence based on the picture.”

Such activities, when organized as role-playing or team competitions, help develop students’ speech competence.

Similarly, the Grade 2 mathematics textbook includes the task: “Fill in the empty boxes.”

When organized through the “Who is Faster?” game, this activity improves students’ logical thinking speed.

Fairy tales and stories from Grade 3 reading textbooks can also be dramatized to develop imaginative thinking. For example, performing the fairy tale “Zumrad and Qimmat” through role play develops students’ communicative competence.

According to Kapp, gamification is:

“An innovative method that increases motivation and engagement in the educational process.”

Deterding defines gamification as:

“The use of game mechanisms in non-game environments.”

The findings of this study confirmed these scientific views. However, several challenges were identified in applying gamification methods:

- insufficient technical equipment;
- low ICT competence among some teachers;
- difficulties in proper time management.

Therefore, teachers should apply gamification methods appropriately according to lesson objectives.

Conclusion

The study confirmed that the use of gamification methods in

primary education is an important factor in improving the quality and effectiveness of teaching. This method:

- increases students' interest in lessons;
- facilitates effective knowledge acquisition;
- develops independent thinking;
- improves teamwork skills;
- strengthens students' motivation.

Organizing textbook tasks through gamification makes the educational process more effective and engaging. Therefore, the widespread use of game technologies in primary education is considered one of the important directions of modern pedagogy. In the future, it is advisable to further develop gamification methods through digital platforms and mobile applications.

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