



INGLIZ TILI GRAMMATIKASINI O'YINLAR ORQALI O'QITISH

Joemar T. Minoza,

*dotsent, Sebu texnologiya universiteti-Konsolacion
Sebu, Filippin*

Doston Pirnazarov,

*o'qituvchi, Narpay xorijiy tillar fakulteti, Samarqand davlat chet
tillar instituti
Samarqand, O'zbekiston*

Bobur Suyunov,

*kafedra mudiri, o'qituvchi, Narpay xorijiy tillar fakulteti,
Samarqand davlat chet tillar instituti
mustaqil tadqiqotchi, O'zbekiston Milliy pedagogika universiteti
Toshkent, O'zbekiston*

TEACHING ENGLISH GRAMMAR WITH GAMES

Joemar T. Minoza,

*Assistant Professor, Cebu Technological University-Consolacion
Cebu, Philippines*

Doston Pirnazarov,

*Lecturer, Narpay foreign languages faculty, Samarkand State
Institute of Foreign Languages, Samarkand, Uzbekistan*

Bobur Suyunov,

*Head of Department, Lecturer, Narpay foreign languages faculty,
Samarkand State Institute of Foreign Languages, Samarkand,
Uzbekistan
Independent researcher, Uzbekistan National Pedagogical
University
Tashkent, Uzbekistan*

ОБУЧЕНИЕ АНГЛИЙСКОЙ ГРАММАТИКЕ С ИСПОЛЬЗОВАНИЕМ ИГР

Жоэмар Т. Миноза,

*доцент, Cebu Technological University-Consolacion
Себу, Филиппины*

Достон Пирназаров,

*преподаватель, факультет иностранных языков Нарпай,
Самаркандский государственный институт иностранных
языков
Самарканд, Узбекистан*

Бобур Суюнов,

*заведующий кафедрой, преподаватель, факультет
иностраных языков Нарпай, Самаркандский
государственный институт иностранных языков
независимый исследователь, Узбекский национальный
педагогический университет
Ташкент, Узбекистан*



E-mail: joemar.minoza@ctu.edu.ph

E-mail:

dostonpirnazarov124@gmail.com

E-mail: bobur.suyunov.95@gmail.com

Orcid: <https://orcid.org/0009-0003-5297-1562>



Annotatsiya. Ingliz tili grammatikasini samarali o'qitish xorijiy tillarni o'qitishda muhim muammo bo'lib qolmoqda, ayniqsa an'anaviy metodlar o'quvchilarni yetarli darajada jalb eta olmaydigan sharoitlarda. Ushbu adabiyotlar sharhida grammatika o'zlashtirilishini yaxshilashda pedagogik vosita sifatida o'yinlardan foydalanish masalasi gamifikatsiya strategiyalari va antropotsentrik lingvistik paradigma asosida tahlil qilinadi. Asosiy natijalar shuni ko'rsatadiki, o'yinlar motivatsiyani oshiradi, tashvish darajasini kamaytiradi hamda boshlang'ich va oliy ta'lim bosqichlarida bilimni mustahkamlashni yaxshilaydi. Tadqiqotda O'zbekiston ta'lim muhitiga oid materiallar va kengroq EFL tadqiqotlari umumlashtirilib, kommunikativ va kontekstual o'yin yondashuvlari yoritiladi. Xulosalar o'yin faoliyatlarini inson markazli grammatik tahlil bilan uyg'unlashtirgan gibril metodlarni qo'llash zarurligini ko'rsatadi, bu esa mazmunli o'rganishni ta'minlaydi.

Kalit so'zlar: ingliz tili grammatikasini o'qitish, gamifikatsiya, EFLda o'yinlar, antropotsentrik paradigma, til o'rganishda motivatsiya.

Abstract. Teaching English grammar effectively remains a challenge in foreign language education, particularly in contexts where traditional methods fail to engage learners. This literature review explores the integration of games as a pedagogical tool for enhancing grammar acquisition, drawing on gamification strategies and anthropocentric linguistic paradigms. Key findings indicate that games boost motivation, reduce anxiety, and improve retention across primary and higher education levels. The review synthesizes evidence from Uzbek educational contexts and broader EFL studies, highlighting communicative and contextual gaming approaches. Implications suggest hybrid methods combining playful activities with human-centered grammar analysis to foster meaningful learning.

Keywords: English grammar teaching, gamification, games in EFL, anthropocentric paradigms, motivation in language learning.

Аннотация. Эффективное обучение английской грамматике остаётся сложной задачей в преподавании иностранных языков, особенно в условиях, где традиционные методы не способны заинтересовать обучающихся. Данный обзор литературы посвящён изучению интеграции игровых методов как педагогического инструмента для улучшения усвоения грамматики, с опорой на стратегии геймификации и антропоцентрические лингвистические парадигмы. Основные результаты показывают, что игровые методы повышают мотивацию, снижают уровень тревожности и улучшают запоминание как в начальном, так и в высшем образовании. В обзоре обобщаются данные из образовательной практики Узбекистана и более широких исследований в области EFL, с акцентом на коммуникативные и контекстуальные игровые подходы. Практические выводы указывают на необходимость применения гибридных методов, сочетающих игровые элементы с человекоориентированным анализом грамматики для формирования осмысленного обучения.

Ключевые слова: обучение английской грамматике, геймификация, игры в EFL, антропоцентрические парадигмы, мотивация в изучении языка.

INTRODUCTION.

English grammar instruction is foundational to language proficiency, yet it often evokes boredom and frustration among learners due to its abstract and rule-heavy nature. Traditional deductive approaches, focusing on rote memorization and drills, have been criticized for lacking real-world application and failing to account for learners' cognitive and cultural contexts (Suyunov, 2024c). In contrast, inductive



and interactive methods, such as those incorporating games, promote active engagement and contextual understanding, aligning with modern linguistic theories that emphasize human-centered language processing (Suyunov, 2024a; Suyunov, 2024b).

Games in language teaching transform passive learning into dynamic experiences, fostering motivation and skill integration. In Uzbek primary classes, game activities have been shown to enhance foreign language acquisition by making lessons enjoyable and interactive (Qobilova & Suyunov, 2022). Similarly, gamification in higher education increases student motivation for English learning through competitive and rewarding elements (Qobilova et al., 2023). This review examines how games specifically target English grammar, addressing challenges like structural differences between languages (e.g., English post-modificational structures versus Uzbek agglutination) through an anthropocentric lens, which views grammar as rooted in human experience and cognition.

By synthesizing provided works on Uzbek pedagogy and linguistics with additional EFL studies, this article aims to demonstrate the efficacy of game-based grammar teaching and propose integrated strategies for diverse educational settings.

METHODS.

This study employs a qualitative literature review methodology to synthesize existing research on teaching English grammar through games. The approach is interpretive, focusing on thematic analysis to identify patterns, benefits, and implications without primary data collection.

Sources were selected based on relevance to game-based grammar instruction, gamification in foreign language teaching, and anthropocentric analyses of grammatical structures. Inclusion criteria included:

- Peer-reviewed articles or journals on using games or gamification for English grammar in EFL contexts, across primary, secondary, or higher education.
- Works exploring motivational and pedagogical impacts of games in language learning, particularly in non-native settings like Uzbekistan.
- Studies applying anthropocentric paradigms to grammar, emphasizing human cognitive and cultural dimensions.

Key sources encompass the specified publications by Qobilova Nodira Sanaqulovna and Suyunov Bobur Shokir o'g'li, which provide foundational insights into gamification in Uzbek education and anthropocentric linguistics. These were supplemented by additional reliable works identified via academic databases, journals (e.g., Novitas-ROYAL, ELOPE, Computers & Education), and scholarly searches.



The analytical process involved thematic categorization: benefits of games (e.g., motivation, retention), specific applications (e.g., communicative vs. contextual games), and integrations with anthropocentric views (e.g., cognitive agency in grammar). Findings are derived from interpretive synthesis of the literature, ensuring a comprehensive overview of game-based grammar teaching.

RESULTS.

Benefits of Games in Grammar Teaching: Literature consistently demonstrates that games alleviate the monotony of grammar lessons, enhancing motivation and engagement. In primary and higher education, gamification fosters a positive learning environment, reducing anxiety and promoting active participation (Qobilova & Suyunov, 2022; Qobilova et al., 2023). For instance, communicative games integrate grammar with speaking skills, boosting self-confidence and practical application.

Examples and Applications in EFL Contexts: In Kazakh EFL classrooms, the “Aengime” project-incorporating board games, cards, and digital tools like Quizlet-systematized grammar teaching, making it engaging and communicative. Students reported improved skills in grammar alongside vocabulary and speaking, with games shifting attitudes from negative to positive (Malgazhdarova et al., 2024). Similarly, for young learners, games outperformed traditional methods in developing grammar competence, with activities like role-plays and puzzles facilitating inductive learning (Lilić & Bratoz, 2019).

Contextual gaming approaches, using technology-assisted scenarios, significantly reduced grammar errors in EFL students by encouraging information collection and problem-solving (Lin et al., 2020). High-achievers applied deep strategies, while low-achievers benefited from surface-level engagement, suggesting tailored game designs.

Integration with Anthropocentric Paradigms: Anthropocentric views reveal grammar as a human-centered construct, influenced by cognitive priorities like agency and relations (Suyunov, 2024a; Suyunov, 2024b). Games align with this by embedding structures in experiential contexts, such as modifiers in English sentences (Suyunov, 2024c). In Uzbek settings, games bridge typological gaps, making abstract rules relatable through playful human interactions.

DISCUSSION.

The reviewed evidence affirms that teaching English grammar with games mitigates inherent challenges like disengagement and structural complexity, particularly in typologically distant languages like English and Uzbek. By fostering motivation and contextual practice, games shift from rote learning to functional



competence (Qobilova et al., 2023). Anthropocentric paradigms provide a theoretical backbone, framing grammar variations as cognitive and cultural phenomena, thus enriching game-based pedagogy (Suyunov, 2024a; 2024b).

In Uzbekistan, integrating gamification could unify theory and practice, extending primary-level activities to higher education for sustained grammar mastery (Qobilova & Suyunov, 2022). However, limitations arise from the review's secondary nature; empirical studies testing game interventions in diverse contexts are needed. Future research might explore digital games' role in anthropocentric grammar teaching. Overall, hybrid approaches-blending games, technology, and human-centered linguistics-offer promising avenues to overcome translation barriers and enhance EFL grammar instruction.

CONCLUSION.

The synthesis of the reviewed literature provides compelling evidence that incorporating games into English grammar instruction represents a highly effective and transformative pedagogical strategy, particularly in EFL contexts where traditional methods often fall short in engaging learners and addressing linguistic complexities. By transforming abstract grammatical rules into interactive, contextual, and enjoyable experiences, games significantly enhance motivation, reduce learning anxiety, promote deeper retention, and facilitate the practical application of structures-benefits consistently observed across primary, secondary, and higher education levels (Qobilova & Suyunov, 2022; Qobilova et al., 2023; Malgazhdarova et al., 2024; Lilić & Bratoz, 2019; Lin et al., 2020).

The integration of anthropocentric linguistic paradigms further enriches this approach, offering a theoretical foundation that reconceptualizes grammar not as a set of isolated rules but as a human-centered system shaped by cognitive priorities, cultural experiences, and relational dynamics (Suyunov, 2024a; 2024b). Games align seamlessly with this perspective by embedding grammatical elements-such as English post-modificational structures-within meaningful, experiential contexts that mirror real human communication, thereby bridging typological gaps between languages like English and Uzbek and making abstract concepts more accessible and relatable (Suyunov, 2024c).

In the specific educational landscape of Uzbekistan and similar non-native English-speaking environments, the adoption of game-based and gamified methods holds particular promise for unifying theoretical linguistic insight with practical classroom application, fostering sustained grammar mastery from early education onward. The evidence suggests that hybrid models-combining traditional instruction with communicative games, digital tools, contextual scenarios, and anthropocentric



awareness-can yield optimal outcomes, accommodating diverse learner profiles and promoting both surface-level accuracy and deeper strategic competence.

While the current review underscores these advantages through robust interpretive synthesis, its reliance on secondary sources highlights the need for future empirical research, including controlled classroom experiments and longitudinal studies, to quantify long-term impacts and refine game design for specific grammatical challenges. Nevertheless, the collective findings strongly advocate for widespread implementation of game-based grammar teaching as a means to cultivate not only linguistic proficiency but also positive attitudes toward language learning.

In conclusion, teaching English grammar with games emerges as a dynamic, evidence-supported innovation capable of revitalizing EFL pedagogy, empowering learners, and advancing more humanistic, engaging, and effective language education practices worldwide.

References:

1. Lilić, P., & Bratoz, S. (2019). The Effectiveness of Using Games for Developing Young Learners' Grammar Competence. *ELOPE: English Language Overseas Perspectives and Enquiries*. Retrieved from <https://journals.uni-lj.si/elope/article/view/8727>
2. Lin, C.-J., Hwang, G.-J., Fu, Q.-K., & Cao, Y.-H. (2020). Facilitating EFL students' English grammar learning performance and behaviors: A contextual gaming approach. *Computers & Education*. DOI: 10.1016/j.compedu.2020.103876
3. Malgazhdarova, D. A., Kenzhetayeva, G. K., & Mirici, İ. H. (2024). Application of Communicative Game-based Learning Project "Aengime" for Teaching Grammar EFL Classrooms. *Novitas-ROYAL (Research on Youth and Language)*, 18(2), 131–145. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1446763.pdf>
4. Qobilova, N. S., & Suyunov, B. S. (2022). Methods of Using Game Activity in Teaching a Foreign Language in Uzbek Primary Classes. *Theoretical & Applied Science*, 108(4). DOI: 10.15863/TAS.2022.04.108.19
5. Qobilova, N. S., Suyunov, J. S., & Suyunov, B. S. (2023). Gamification as a Method of Increasing Motivation of Students of Higher Educational Institutions in Teaching a Foreign Language on the Example of English. *Science and Innovation International Scientific Journal*, 2(2).
6. Suyunov, B. S. (2024a). Analyzing Uzbek Grammatical Structures Through the Lens of Anthropocentric Paradigms. *Philology Matters*, 48(1).
7. Suyunov, B. S. (2024b). The Role of the Directions of the Paradigm of the Anthropocentrism in Modern Linguistics. *Foreign Linguistics and Linguodidactics*, 2(2).
8. Suyunov, B. S. (2024c). The Concepts of Modifier and Post-Modification Structure in English. *International Journal of Education, Social Science & Humanities*, 12(6).