

DISCUSSION AND CONCLUSION. Gamification has emerged as a powerful tool in English language learning. It promotes active learning, increases student motivation, and fosters an engaging classroom environment. The combination of competition, collaboration, and personalized feedback makes it particularly effective in EFL contexts.

However, for gamification to be effective, educators must design activities that balance educational objectives with fun. Tools should be aligned with lesson outcomes, and learners' emotional responses should be monitored. Teachers must also consider inclusivity and ensure all learners feel supported regardless of their gaming aptitude.

In conclusion, gamification can significantly enhance English language learning outcomes when used strategically. Future research should focus on its long-term impact on language fluency and digital competence.

REFERENCES:

1. McGonigal, J. (2011). *Reality is broken: Why games make us better and how they can change the world*. Penguin.
2. National Research Council. (2013). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. National Academies Press.
3. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer.
4. Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: defining gamification. *Proceedings of the 15th International Academic MindTrek Conference*, 9–15.
5. Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.
6. Anderson, C. A. (2004). An update on the effects of playing violent video games. *Journal of Adolescence*, 27(1), 113-122.
7. Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? A literature review of empirical studies on gamification. *Proceedings of the 47th Hawaii International Conference on System Sciences*, 3025-3034.
8. Surendeleg, G., Kim, D., & Lee, S. (2019). The effect of gamification on student motivation and engagement in language learning. *Educational Technology & Society*, 22(3), 18-30.
- [9] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

THE ROLE OF TECHNOLOGY AND SELF-STUDY IN LEARNING FOREIGN LANGUAGE

Uzakbergenova D.,
student of Berdakh Karakalpak State University
Scientific adviser: Keulimjaeva G.K.,
EFL teacher of Berdakh Karakalpak State University

Self-regulated learning is a dynamic and cyclical process in which learners take active responsibility for their own educational development. They make deliberate decisions concerning the focus, pace, and methods of study, thereby fostering greater autonomy and accountability. This process is particularly significant in foreign language acquisition, where individual motivation, sustained effort, and consistency are critical to achieving proficiency. [4, 214]

In today's globalized world, multilingualism is not only an asset but a necessity for academic, professional, and personal growth. As the demand for competent foreign language users increases, so

does the need for more effective, learner-centered approaches to language education. Traditional classroom-based instruction, while still valuable, often lacks the flexibility and personalization required to meet diverse learner needs. In response, educational paradigms have increasingly shifted toward models that emphasize learner autonomy and self-direction, with self-regulated learning (SRL) emerging as a key theoretical and practical framework.

Technology, in parallel, has revolutionized the educational landscape by transforming how learners access and interact with knowledge. In the context of language learning, this shift has enabled the integration of innovative tools that promote SRL through interactive, adaptive, and multimodal content delivery. Learners now have unprecedented access to a wealth of resources, ranging from gamified mobile applications to online communities and intelligent tutoring systems. These technologies empower learners to take control of their language development, aligning their study habits with personal interests, goals, and schedules.

In this context, technology plays an essential role in supporting and enhancing self-regulation by providing learners with a wide range of digital tools for practice, feedback, and interaction. Online platforms, including language learning applications and interactive multimedia content, offer unprecedented access to resources tailored to diverse learner needs. These technological tools enable students to engage with language in flexible, personalized ways—ranging from structured grammar exercises to immersive speaking environments. As Reinders (2012) notes, technology not only facilitates knowledge acquisition but also empowers learners to become more independent and self-directed throughout their language learning journey. [3, 249-267]

Furthermore, digital tools contribute significantly to learner autonomy by enabling individualized study. Language learning applications, online exchange communities, and virtual classrooms provide mechanisms for tracking progress and receiving real-time feedback. When used effectively, these tools encourage consistent practice and foster deeper linguistic competence. For instance, the Duolingo platform serves as a notable example of self-regulated learning support. It offers structured courses in over 30 languages, allowing learners to progress at their own pace, particularly beneficial for independent learners.

Similarly, platforms such as italki and Tandem create opportunities for authentic communication with native speakers, reinforcing active engagement and enhancing learners' communicative competence. These forms of interaction are instrumental in maintaining learner motivation, as they allow users to observe tangible improvements in their abilities—a factor underscored by Oxford (2017), who asserts that continuous monitoring and feedback play a pivotal role in maintaining learner engagement and enabling strategy adjustment. [2, 176]

An integral component of SRL is goal setting, which has been extensively linked to improved academic performance and sustained motivation. Setting clear, measurable goals—such as “learning ten new words per day” or “completing a listening exercise each week”—helps learners maintain focus and assess their progress meaningfully. Research by Locke and Latham (2002) confirms that goal setting enhances motivation and leads to higher performance outcomes. In practical terms, a learner preparing for a high-stakes exam such as the TOEFL or IELTS might break their preparation into daily tasks to maintain steady progress, such as completing weekly mock tests or expanding vocabulary in specific thematic domains. [1, 714]

In addition to goal setting, SRL involves various metacognitive and cognitive strategies that enhance learning outcomes. Learners engage in planning, organizing, monitoring, and reflecting on their own learning processes. For example, by maintaining language journals, creating vocabulary maps, or using spaced repetition systems, learners develop greater awareness of how they learn and what strategies yield the best results. Such reflective practices are crucial for building long-term linguistic competence.

Moreover, Zimmerman (2000) emphasizes that self-regulated learners are characterized by their persistence and reflective practices. They are able to critically evaluate their strengths and weaknesses

and adjust their strategies accordingly. For instance, a university student encountering difficulties with Spanish verb conjugation might identify this challenge and respond by engaging with targeted resources—grammar tutorials, practice exercises, or supplementary videos—to improve in that specific area. This reflective adjustment is central to effective SRL. [5, 24]

The growing emphasis on self-study and self-assessment reflects a broader shift in contemporary education. In an increasingly fast-paced and digitalized world, students are increasingly drawn to autonomous learning approaches. According to recent statistics, approximately 70% of university students in the UK who engaged in year-long self-study reported higher exam performance compared to their peers who relied solely on traditional classroom instruction.

Despite its advantages, SRL is not without its challenges. Learners may face issues such as lack of discipline, digital distractions, or difficulty selecting appropriate resources. Moreover, unequal access to digital infrastructure can limit opportunities for some learners, particularly in low-income or rural settings. Addressing these challenges requires supportive educational policies, teacher training, and inclusive technological design that ensures all students benefit from digital learning opportunities.

Nonetheless, one of the most influential factors in self-directed learning is motivation. Both intrinsic and extrinsic motivational drivers influence learner engagement and success. Intrinsic motivation, such as a personal interest in a language or culture, often results in deeper and more sustained learning outcomes. Conversely, extrinsic motivation—such as professional or academic advancement—can also be a powerful catalyst. As Oxford (2017) notes, “intrinsic motivation is often more sustainable, leading to greater long-term success.” [2, 235]

Consider, for example, a young learner with a passion for travel who studies French to engage meaningfully with French-speaking communities. Their intrinsic desire to connect with people and explore culture will likely sustain long-term commitment. In contrast, an adult learner aiming to enhance their career opportunities by improving English proficiency may be driven primarily by external factors. In both cases, tools like Memrise and Babbel prove valuable, as they offer progress-tracking features, goal reminders, and interactive lessons that reinforce both motivation and self-assess

REFERENCES:

1. Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist*, 57(9), 705-717.
2. Oxford, R. L. (2017). *Teaching and researching language learning strategies: Self-regulation in context*. Routledge.
3. Reinders, H. (2012). The role of technology in language learning. In B. J. Zimmerman & D. H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 249-267). Routledge.
4. Schunk, D. H., & Ertmer, P. A. (2000). *Self-regulated learning and academic achievement: Theoretical perspectives*. Erlbaum.
5. Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). Academic Press.