

UDC 372.881.111.1
IRSTI 14.25.09

DOI 10.52301/1991-0614-2025-1-22-40

Y.V. Polonskiy*, G.K. Tleuzhanova¹ Karaganda Buketov University,
Karaganda, Kazakhstan
badmoonshiner@mail.ru**INTEGRATING VIDEO GAMES
IN ENGLISH LEARNING AT SCHOOL**

Annotation. *The integration of video games in school application in language instruction is an effective tool in instruction, blending instruction with enjoyment. In contrast with traditional approaches, with a predisposition towards stiffness, video games generates dynamism, providing rich environment for motivation and interaction derived from enjoyment. By offering contextual application of language and contextualization in terms of narrative, students access authentic structures, enrich unconsciously lexicons, grammar, and communicative competencies. Besides, dimensions of gamified ones-obstacles, feedback loops, achievements-engages mental processes, strengthening recall and creation of meaning. Most importantly, multi-player platforms triggers group instruction, hastens students towards negotiation of meaning, collaboration, and use of language in real-time in a strategic manner. Such activity, replete with spontaneous conversation and problem-solving of a complex kind, mirrors real-life use environments for language. In spite of such activity, integration of video games in curriculums is not challenge free; involves selection with care of materials, integration with educational aims, and consideration for potential for distraction. For such reason, instructors must navigate with care in such seas, utilizing engrossing potential of games and at the same time protecting pedagogical integrity. In its quest to disentangle complex role played by video games in language development, such inquiry promotes harmonious integration of conventional and unorthodox approaches in modern trends in instruction in English language.*

Keywords: video games, language skills, gamification, student motivation, school education.

Introduction

In an era when technology reaches all nook and corners of life, conventional forms of studying have changed in a significant way. Gone are days when studying happened in textbooks, chalk boards, and rote memorization. With the new era of technology, a new form of tool for studying is taking shape that makes studying participative, immersive, and effective. Video games have become an unlikely but most effective tool for studying, and language, in general, is no exception. As English keeps becoming a dominant language in a lingua franca, effective and engrossing methodologies for imparting language have

become a necessity at no stage in its life ever before. Step in video games – one tool long regarded a form of leisure, but one increasingly regarded for its function in reorienting students' approaches towards studying English in schools.

The global video gaming economy, valued at over \$200 billion, is no source of leisure for teens and youth any more. It is a multi-dimensional platform for offering narrative, problem-solving, and social integration, and in its present form, an ideal platform for delivering instruction. For instructors, holding students' attention and sustaining students' curiosity in studying have long been a challenge, one for whose resolution traditional methodologies have fallen short in a contest with smartphones, social networks, and, of course, video games. What if, one could, in fact, utilize students' source of attraction and make it an effective tool for imparting? That is precisely where putting video games in language instruction for English comes in.

The idea of utilizing video games for educational purposes isn't new at all. Teachers and researchers have long seen in games a chance for students to learn a variety of subjects, including math and history. But its use in language instruction, and in English, in specific, is a relatively new one. Video games have an ideal mix of immersive story, interactive activity, and real-time dialogue, all of them ideally placed for language development. Whether through reading dialogue in a video game, voice chatting with fellow worldwide players, or following multi-faceted plots, video games have a rich and vibrant language practice environment to draw upon.

Here's an example: a player in a multi-player title such as Fortnite or Among Us will have to speak with fellow players in real-time, and in many cases, in English, in a bid to work towards a common objective. Not only will speaking and listening develop, but confidence in actually speaking language in a real-life, low-stakes environment will develop, too. In narrative titles such as The Witcher or Life is Strange, even, real-life dialogue, accents, and contextual information become attuned, all of them contributing to a general language awareness and a heightened awareness of the English language, specifically. Even games with little in terms of text, such as Minecraft, stimulate imagination and problem-solving, with many times including reading instruction, working in groups, and articulation of one's thinking in a concrete form.

The benefits of adding video games to instruction in English language go far beyond language skill improvement. Video games are inherently engrossing, and students' natural desire for challenge, discovery, and achievement can make them an effective tool for motivation in language practice. That motivation extends to a willingness to practice language skills, for students will practice when practice feels like amusement, not work. Video games, moreover, can deliver a level of individualization not feasible in traditional instruction, with students working at their pace, practicing sections that present a challenge, and choosing games with a level of difficulty and a theme that appeals to them.

Not only can individualization make students in charge, but it can insure instruction is specifically geared for each individual's needs.

This article addresses language skill development through an integration between school language learning processes and video games. It addresses developing listening, speaking, reading, and writing skills through video games, and larger dimensions of learning through games, such as motivation, awareness about cultures, and collaboration. It not only addresses obstacles and factors in its use, but pragmatic approaches and examples of effective case studies, as well. It then addresses future trends, and new emerging technology and educational gaming trends and how these can contribute towards language learning in future.

The Role of Video Games in Modern Education

The integration of video games in current educational practice is a break with educational practice in its practice and its theory. What a decade ago was considered merely a form of amusement, video games have developed into sophisticated tools with a potential for immersing, exciting, and educating learners in a variety of subjects, including language development. In this section, through an analysis of video games' contribution towards schoolchildren's language development in school settings, I will shed a spotlight on the revolutionising role played by video games in educational practice, in describing how video games have developed into a useful and effective educational tool for language development, supported both through studies and theory.

History of Learning Tools

The background of educational tool confirms humanity's predisposition for adaptability in utilising technology for educational ends. With each technological development, new channels for education have been added, starting with the printing press, then computers, and then, subsequently, the web. In the last several decades, information and communications technology (ICTs) have re-shaped the face of the school room, with white boards, virtual environments, and web sources, for example, but video games' development as educational tools is a breakthrough in its own right. Unlike traditional tools, video games combine enjoyment and instruction, creating an immersive and participatory form of instruction.

Materials and methods

Theoretical foundations for educational application of video games can be derived through work such as that of such theorists such as Gee, who argued that video games embody constructs of effective learning, such as active engagement, problem-solving, and feedback in real-time. Ideal compatibility between games and constructivist theory, with its use of experiential and self-motivated learning, is documented in Gee's work. In a similar direction, Prensky embraced use of terms «digital game-based learning» in explaining training in information and skills through games in a format that engages

learners in a technology-native environment—learners reared in a technology-intensive environment.

Video games lend themselves particularly well for use in studying, in that, through interactivity and immersivity, they compel learners to act, make judgments, and problem-solve actively, in contrast with passive delivery forms such as lecture and textbooks, and in a format that is ideally compatible with Krashen's theory of language intake, in that learners must receive intelligible intake in a low-anxiety environment, and in that video games present such an environment through contextualized language intake in form of instruction, dialogue, and narrative [1].

One of the greatest strengths of video games is that they can model real environments, and learners can practice language in a safe, guided environment [2]. For instance, massively multi-player, multi-user, role-playing games (MMORPGs) such as World of Warcraft construct virtual communities in which learners have to work and speak with one another in an effort to gain shared goals. Language learner use of MMORPGs and such games enable meaningful activity and opportunity for real language use and opportunity for negotiation of meaning and pragmatic competency development—something that can prove difficult to implement in a traditional language room [3].

Second, video games can deliver a level of individualization that proves difficult to gain with any educational technology device. Video games can adjust difficulty level to a player's skill level, neither under-challenging nor over-challenging them [4]. That aligns with Vygotsky's zone of proximal development theory, in that it appreciates providing a level of scaffolding in instruction in an effort to adapt to a learner's capabilities. For instance, Smith S. P. researched whether educational video games could effectively promote mastery of English language vocabulary for Chinese learners. In a study, he concluded that games for learners' level of skill increased mastery of vocabulary and motivation for Chinese students.

3 Relevance to Language Learning

The relevance of video games in language learning is in that they can present a rich and immersive environment for language practice. Video games expose learners to real language input, such as grammar, vocabulary, and cultural nuance, in a meaningful and immersive environment. That is in agreement with Krashen's (2013) contention that reading extensively and language exposure in a significant role in developing vocabulary. Video games, and rich narrative and dialogue games in particular, present a kind of "extramural English" [5].

The fact that video games involve an interactivity helps develop communicative competency, one of language instruction's most important objectives. Thorne developed a study in utilizing virtual gaming communities for language socialization, and found that learners developed both language and cultural competency in communicating with

native speakers in an immersive environment. That is significant in a scenario in which language instruction for a global language, such as English, involves working with a variety of accents, dialects, and cultures.

How Video Games Enhance English Language Ability

Video games have emerged as a powerful tool for enhancing language skills in English, offering a combination of interactivity, immersion, and engagement that cannot be emulated through traditional instruction. In this section, I will detail in full how video games particularly enhance listening, speaking, reading, and writing skills, and mastery of vocabulary and grammar, and draw on a rich corpus of studies, including Peterson (2012), Sundqvist and Sylvén (2016). With a rich corpus of studies at our disposal, I will examine in detail how video games construct a contextualized and dynamic environment for language development, and then survey methodologies and materials in these studies in order to paint a complete picture of the evidence for language instruction through video games.

1 Ability in Listening

Listening is an important part of language development, through which learners can understand speech, become attuned to pronunciation, and develop listening processing skills [6]. Video games, and particularly ones with rich narrative and voice acting, offer an ideal environment for listening practice in an immersive and exciting form.

Contextualized Learning:

The immersive atmosphere of video games ensures listening happens in a contextual manner. Players must listen to instructions, follow a narrative, and respond to characters, all of which require active language processing. MMORPGs, in particular, enable contextualized listening, with learners having to comprehend and respond to verbal or textual commands from fellow players [7]. Contextualization enables comprehension and recall, with learners relating words and phrases to concrete settings.

2 Ability to Speak

Speaking proves to be one of language learners' most challenging capabilities, with not only language mastery but confidence and fluency in speaking involved in speaking. Video games, in particular, with voice chat and multi-player options, enable a relaxed atmosphere for speaking practice [8].

Real-Time Interaction:

Multi-player games such as Fortnite, Among Us, and World of Warcraft require real-time conversation in an attempt to achieve shared objectives. Interaction tends to occur in English, particularly in international gaming communities, providing learners with an opportunity to practice speaking naturally and spontaneously. According to Thorne gaming communities in cyberspace enable language socialization, with learners developing pragmatic and linguistic competency through contact with native speakers.

Voice Chat Features:

Many modern games feature voice chat, allowing for verbal communication between players, in contrast to text chat. Voice chat is particularly useful for language learners, as it promotes practice in pronunciation, intonation, and fluency. Voice chat in computer games increased learners' willingness to speak, a significant language acquisition factor [9]. By participating in real-time conversation, players gain confidence and develop speaking skills.

3 Reading Ability

Reading is an important skill for language learners, in that it permits them to access printed information, expand their lexicons, and develop comprehension skills. Video games, and particularly games with high volumes of text, represent a rich source of reading matter in an exciting and participatory format [10].

In-Game Text and Subtitles:

A lot of video games feature printed text in terms of instruction, dialogue, and subtitles. Players have to read and understand such text in order to make headway in a game, creating a natural motivation for practicing reading skills. Examples include *Firewatch* and *Oxenfree*, in both of which a lot of narrative is conveyed through text, and therefore, a lot of reading must be performed in order to understand them. Reading a lot is a key to lexical development and language development [11].

Problem-Solving and Critical Thinking:

Reading in video games extends beyond mere comprehension, with players having to apply information that they have read in order to solve puzzles, make choices, and move through the virtual environment [12]. Active reading in such a manner strengthens critical thinking and analysis, both of which underpin effective reading. Video games enable «situated learning,» in which learners gain and apply information in a contextual manner, and reading, therefore, becomes a meaningful and memorable activity [13].

4 Writing Ability

Writing is yet another language skill that can effectively develop through video games. Most games demand that players use written language in communicating, for instance, through typing messages, creating posts, and contributing in forums [14].

Chat-Based Communication:

Minecraft and *Roblox*, for instance, have chat options through which players can converse with one another in a language format. In such an environment, learners have a chance to practice writing in a real-life scenario, in that they have to produce messages that make sense, are concise, and relevant to a specific scenario [15].

5 Vocabulary and Grammar

Grammar and vocabulary make up the backbone of language, and video games represent a rich and contextualized environment for language learners to build them [16].

By seeing and practicing structures and words in meaningful environments, learners can build and develop language and accuracy.

Grammar in Action:

Games also enable learners to encounter and practice grammar structures in use [17]. For instance, learners can follow imperative form-written directions or must use specific tenses in conversation.

Practical Applications in the Classroom

The integration of video games in the classroom is not a theoretical exercise but an actionable and pragmatic practice that can function in a range of educational settings. In this section, I will detail in full how video games can function in instruction in the English language, with concrete examples, lesson plans, and teacher strategies. Drawing on studies and real-life case studies, I will review in detail how video games can serve language instruction and overcome any potential barriers. In addition, I will detail methodologies and materials involved in such implementations, offering teachers tools for practicing game-based instruction in practice in their classrooms.

1 Game-Based Lesson Plans

Creating lesson plans with video games entails planning and coordination with instruction objectives. Teachers must select games that not only motivate students but also integrate with language skills to develop. Examples of utilizing video games in instruction in the English language follow below:

Example 1: Learning Vocabulary with Minecraft

Objective: Enrich students' vocabulary for construction, geography, and collaboration.

Activity: Student groups build a virtual environment in Minecraft and must utilize target vocabulary terms (e.g., «foundation», «terrain», «blueprint») to label and report to group members.

Evaluation: Students present work to group, utilizing target vocabulary in describing work.

Example 2: Learning with The Sims for Writing Stories

Objective: Enhance students' creative writing through developing stories about in-game scenarios.

Activity: Students develop characters and scenarios in The Sims and produce short stories about characters' lives.

Assessment: Students recount experiences with classmates and receive feedback for improvement.

Example 3: Playing Among Us for Speaking and Listening

Objective: Improve speaking and listening through real-time conversation.

Activity: Students play Among Us in groups, using voice chat to deliberate and dispute who is «the impostor.» They must use persuasive speech and active listening in order to win.

Assessment: Teachers observe students' communications and provide feedback about accuracy and fluency.

The examples reveal how video games can be constructed for specific aims, providing a flexible yet organized format for language practice.

2 Traditional Activities Made Engaging through Gamification

Gamification is an exercise of taking gaming aspects, including points, levels, and incentives, and inserting them in non-game settings. It can make traditional language practice activities exciting and engaging for students.

Example 1: Vocabulary Quizzes with a Twist

Activity: Instead of a conventional vocabulary quiz, students earn points for correct answers and «unlock» «levels» for advancement. They can even challenge classmates in a competition format.

Tools: Online platforms such as Kahoot! or Quizlet can be leveraged for creating interactive quizzes with gaming options.

Example 2: Role-Playing with Comprehension

Activity: Students read a short story and then role-play characters in a scenario. They earn points for correct use of target grammar and vocabulary structures.

Tools: Teachers can use digital tools such as Google Slides or PowerPoint for creating role-playing scenarios.

Example 3: Writing Assignments with Incentives

Activity: Students complete writing assignments and earn badges or incentives for accomplishment of specific requirements, such as use of a specific number of new vocabulary terms or a minimum of a certain number of words.

Tools: Online platforms such as Classcraft can be leveraged for tracking and dispensing incentives.

Gamification not only involves students but also instills a sense of achievement and progression, both of which contribute to long-term motivation.

3 Student-Centered Learning

Student-centered learning naturally occurs in video games, in which students become responsible for their own learning.

Example 1: Independent Exploration

Activity: Ask students to choose a video game of preference and play it individually. Ask them to keep a journal in English, documenting experiences, new language, and challenges.

Evaluation: Ask students to present their journals in class and report about new language acquired.

Example 2: Group Projects

Activity: Ask students to work in groups to make a presentation or video about a video game played in a group activity. They must narrate plot, characters, and language structures in English.

Evaluation: Ask groups to present to the class, and have classmates provide feedback.

Example 3: Peer Teaching

Activity: Ask students to teach a fellow student a video game, explaining in English the rules, controls, and strategies.

Evaluation: Ask students to evaluate students' language use in communicating effectively and clearly in English.

Student-centered learning empowers students to become responsible for taking an active role in studies.

4 Collaborative Projects

Collaboration is a key part of language learning and gaming. Video games enable students to work together, communicate, and problem-solve in a group

Example 1: Multiplayer Game Challenges

Activity: Ask students to play a multi-player game such as Fortnite or Roblox in groups, working through challenges that require communicating and working together. Ask them to use English in planning and communicating with one another.

Evaluation: Observe students' collaboration and language use, providing feedback.

Example 2: Game Design Projects

Activity: Students work in groups to build a video game, using English for developing narrative, characters, and dialogue. They can use tools such as Scratch or RPG Maker to apply their ideas.

Assessment: Presentations of group games in class, with groups describing their design and language structures.

Example 3: Constructing a Virtual World

Activity: Students work in groups to build a virtual world in Minecraft or The Sims, using English in planning and putting together their designs. They must negotiate roles, make a contribution, and sort out issues together.

Assessment: Teachers monitor students' collaboration and effective use of language in English.

Collaborative work not only strengthens language, but it promotes working together, thinking creatively, and problem-solving [18].

5 Overcoming Challenges

Although video games have numerous positive factors, integration in the classroom is not free of challenge. Teachers must overcome these obstacles for successful integration.

Challenge 1: Health and Screen Time

Solution: Limit gaming-related activity to short, focused sessions and include exercise-related activity or break times to restrict screen use.

Challenge 2: Choosing Appropriate Games

Solution: Opt for games that are age-appropriate, school-related, and relevant to instruction objectives. Consult sources such as Common Sense Media for review and recommendation.

Challenge 3: Hardware and Software Access

Solution: Provide students with access to computers and connectivity through school provisions or collaboration with community groups.

Challenge 4: Staff Training

Solution: Provide training for teachers in effective integration of video games in instruction.

Challenge 5: Monitoring and Measuring

Solution: Construct explicit rubric and evaluation criteria for language use in gaming-related activity. Use a mix of formative and summative assessments to monitor and evaluate.

By overcoming these obstacles, teachers can develop a supportive and effective environment for gaming-related instruction.

Trends in Educational Gaming

As educational gaming continues to grow, a number of trends are in evidence that could shape the future of English language education.

Gamification of Learning Management Systems (LMS):

Most schools and institutions are integrating LMS platforms such as Moodle, Canvas, and Google Classroom. These platforms are increasingly incorporating gamification elements, such as badges, leaderboards, and progress tracking, to make learning more engaging. In the future, LMS platforms could integrate video games directly into their systems, allowing teachers to assign game-based activities and track students' progress seamlessly.

Collaborative and Social Gaming:

Multiplayer games, where teamwork and interaction between players would more likely continue to rise. Games will create chances for the student to share and interact with children all over the world by being able to put their English in a life natural setting [19]. Current games on the leading platforms of Roblox and Minecraft, but the success seen there is apt to grow and expand further with newer versions.

3 Policy and Curriculum Development

For game-based learning to reach its fullest potential, it needs policy and curriculum support that will not only acknowledge such learning's value but also give a nod towards implementation guidelines [20].

4 Long-Term Impact on Language Education

The long-term effects of video games on English language education may be profound, transforming not only the way students learn but also the way teachers teach.

Personalized Learning:

These highly personalized learning experiences will be accomplished by video gaming once AI and adaptive technologies reach an advanced state. In such a case, students may work at an individual pace when the games are tailored to their preference, needs, and capabilities. This way, language can be acquired quite efficiently and within less time when learners receive needed targeted support related to their respective weak areas in class.

Results

The research conducted, involving 101 students who completed questionnaires, provided the following results based on descriptive analysis.

As shown in Figure 1, 44.1% of participants reported playing video games for 1 to 2 hours, 9.0% for less than 30 minutes, 18.0% for 3 to 4 hours, 12.7% for more than 4 hours, and 3.7% stated they do not play video games. This represents the lowest percentage among mechanical engineering students at UMKT. Interestingly, all respondents who claimed not to play games were female, while all male respondents reported playing video games. These findings indicate that most students engage in gaming for 1 to 2 hours (44.1%).

Figure 2 illustrates that 41.9% of respondents prefer MOBA games (Mobile Legends, DotA, League of Legends, Arena of Valor), 36.0% favor FPS games (Point Blank, Counter-Strike, Valorant, Call of Duty), and 9.7% choose MMORPGs (Ragnarok, Seal Online, RF, Dragon Nest). This suggests that MOBA games are the most popular initial choice among players.

According to Figure 3, 65.9% of respondents selected Multiplayer games as their favorite type, while 21.7% chose Single Player games. This indicates that multiplayer gaming is the preferred mode among the 101 surveyed students.

Figure 4 reveals that the majority (55.3%) of respondents prefer playing with both friends and players worldwide, while 22.4% exclusively play with friends and 9.7% opt for playing with people worldwide.

Figure 5 highlights that 36.0% of respondents believe MOBA games contribute to improving their English vocabulary, followed by 32.9% for MMORPGs and 18.0% for

FPS games. These results suggest that MOBA and MMORPG games play a significant role in vocabulary development.

According to Figure 6, 72.6% of respondents believe that gaming vocabulary is useful beyond academic settings, while 14.9% do not share this view.

Figure 7 indicates that 37.4% of respondents identified Speaking as the most beneficial skill acquired through gaming, followed by Reading Comprehension (25.2%), Listening Comprehension (22.2%), Written Conversation skills (6.1%), and a combination of Oral Conversation and Writing (5.1%).



Figure 1 – Time spent in a day playing video games

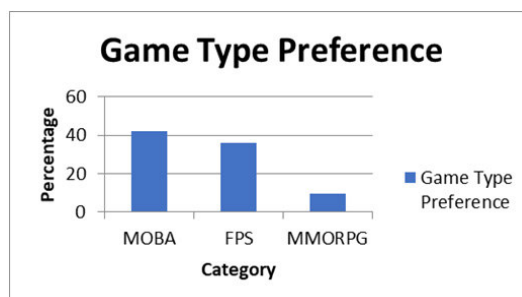


Figure 2 – Genre of first video game that played

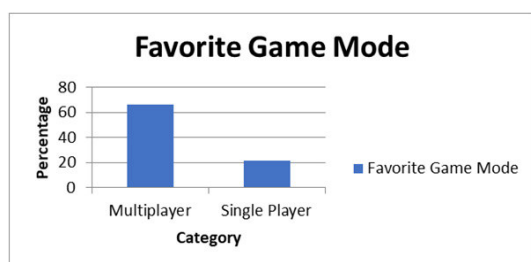


Figure 3 – Favourite type of video games

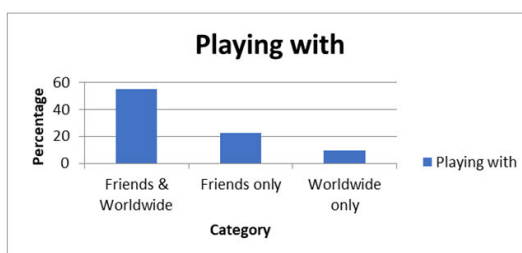


Figure 4 – I play video game with someone

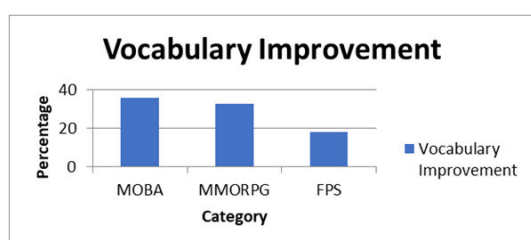


Figure 5 – The video game that helps improve my English vocabulary

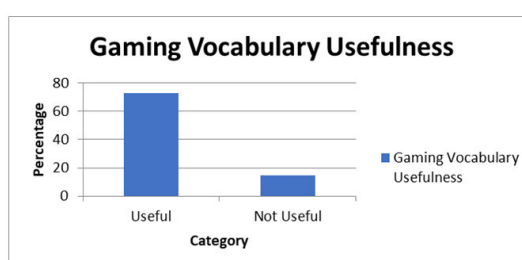


Figure 6 – Gaming vocabulary is very useful outside of the study environment

As shown in Figure 8, 32.9% of respondents agreed that playing video games improves English skills, 24.6% strongly agreed, 29.9% remained neutral, 10.1% disagreed, and 5.1% strongly disagreed, stating that gaming did not enhance their English proficiency.

Figure 9 demonstrates that 18.7% of respondents reported learning Speaking skills through gaming, followed by Words (11.2%), Expressions, Idioms, and Phrases (10.5%), Pronunciation (4.4%), Spelling (3.7%), Grammar (3.0%), and Dialect/Slang (1.5%). These results indicate that Speaking is the most commonly developed skill among gamers.

Figure 10 presents the skills that have improved due to gaming: 39.4% of respondents cited Speaking, 31.3% Reading, 23.2% Listening, and 7.1% Writing. These findings show that the most frequently improved English skills are Speaking and Reading.

Figure 11 details how gaming has enhanced Speaking and Reading skills: 41.1% of respondents reported improvements in both areas, 23.9% mostly in Reading, 8.2% mostly in Speaking, 6.8% only in Speaking, 6.0% only in Reading, and 1.5% saw no improvement. The data suggests that most respondents experienced benefits in both Speaking and Reading skills.



Figure 7 – The skills that I find useful when playing video games

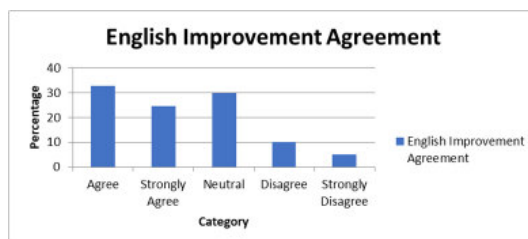


Figure 8 – By playing video games, my English skills improve

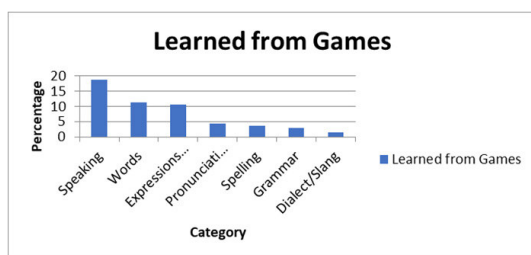


Figure 9 – What I have learned or developed while playing video games

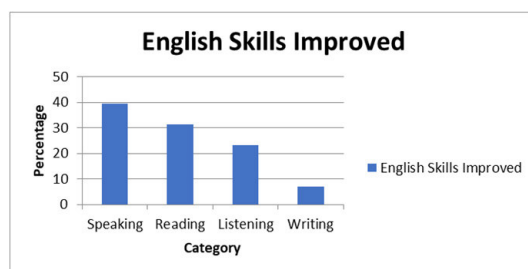


Figure 10 – English skills that I feel have improved after playing video games

Figure 12 highlights respondents' perceptions of the usefulness of skills gained through gaming: 29.9% rated them as Average, 27.7% as Useful, 15.8% as Very Useful, 10.5% as providing Very Little benefit, and 3.7% as Not Helpful. These findings suggest that most respondents consider the skills acquired through gaming as at least moderately useful.

According to Figure 13, 90.9% of respondents stated that video games help them learn English effectively, whereas 10.1% disagreed.

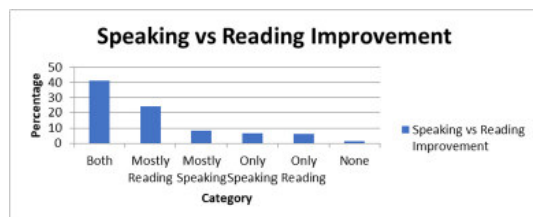


Figure 11 – Video games improve my speaking or reading skills

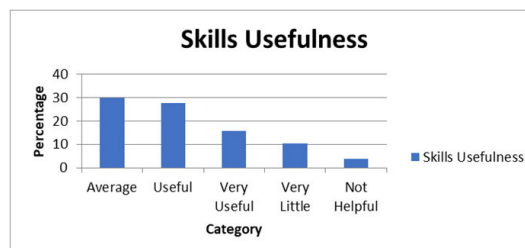


Figure 12 – The skills I gained from playing games are helpful for my studies

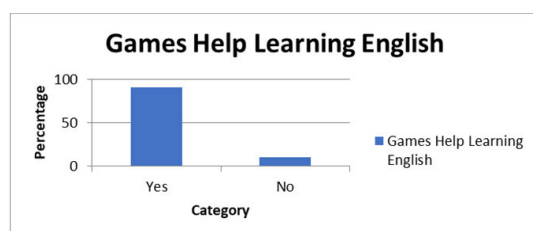


Figure 13 – Playing video game helps me learn English or effective learn English for my studies

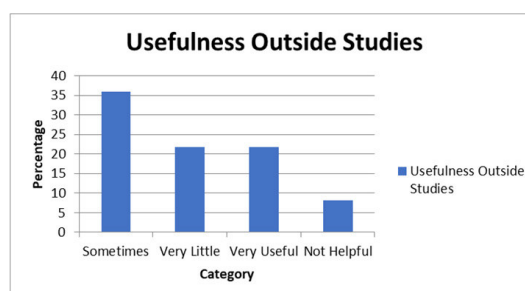


Figure 14 – The skills I gained from playing video games are helpful outside of the game or my studies

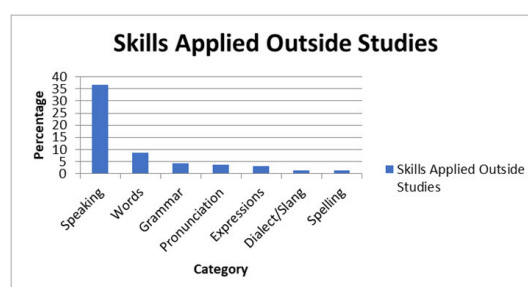


Figure 15 – Describe how the skills learned from video games are used outside of the studies

Figure 14 outlines the perceived usefulness of skills gained from gaming beyond academic and gaming environments: 36.0% of respondents found them Sometimes useful, 21.7% reported Very Little usefulness, another 21.7% deemed them Very Useful, and 8.2% claimed they were Not Helpful.

Figure 15 presents the application of gaming-acquired skills outside academic settings: 36.7% of respondents cited Speaking, 8.7% Words, 4.4% Grammar, 3.7% Pronunciation, 3.0% Expressions, Idioms, and Phrases, and 1.5% each for Dialect/Slang and Spelling. The data confirms that Speaking is the most commonly utilized skill outside of studies.

Conclusion

The integration of video games in school instruction of English is a 21st-century revolution in instruction, one that mirrors 21st-century realities and requirements. In this article, through many examples, we have seen in detail, how video games can make a contribution towards language skills, such as listening and speaking, reading, and writing, and even grammar and vocabulary. By providing an immersive, interactive, and exciting environment, video games bypass many of the weaknesses of traditional instruction, offering learners a personalized and exciting language practice environment.

The examples in this article present the potential of video games in becoming an effective tool in instruction. Research studies conducted by Peterson (2012), Sundqvist and Sylvén (2016), and many others, have established that video games can effectively develop language skills through providing learners with real language input, real-time conversation, and active practice. Besides, the positive contribution of instruction through games extends to motivation, awareness of cultures, and collaboration, all of which are important for success in a globalized society.

The incorporation of video games in school, however, comes with its sets of challenges. Challenges such as over-use of screens, access to technology, and teacher training must be addressed in order for effective and equitable use of instruction through games to become a reality. Teachers must, in addition, make wise choices regarding games, in relation to instruction, and make them meaningful for language practice. By overcoming such challenges and utilizing video games in full, schools can build an effective and exciting environment for instruction.

Looking to the future, the future for game-based instruction is full of exciting possibilities. Emerging technology in the form of virtual reality (VR), augmented reality (AR), and artificial intelligence (AI) will revolutionize the way students learn English, creating even more immersive and personalized experiences. Trends in educational gaming, such as the gamification of learning management systems and growing social and collaborative gaming, will extend even further the potential for video games to serve as a tool for language instruction. Meanwhile, both curricula and policy will have a

critical role in supporting widespread use of game-based instruction, and in insuring that it is implemented in a manner that maximizes its impact in educational systems.

Stood at the threshold of a new era in instruction, it is clear that video games have an opportunity to become more than a form of leisure activity. Video games can become a gateway to mastery of language, a tool for cross-cultural awareness, and a catalyst for a life of ongoing instruction. By taking a chance with this new and exciting form of instruction, instructors can not only make instruction in language both effective and efficient but even make it a pleasure, and in doing so, make students capable of competing in a globalized society.

Contribution of the authors:

Y. Polonskiy – initiated the research idea and conducted a comprehensive literature review on the integration of video games in English language learning. He was primarily responsible for collecting and analyzing empirical data from student surveys and organizing the descriptive statistical results. He also developed the structure of the article, drafted the theoretical and practical implementation sections, and prepared the illustrative figures used in the research.

G. Tleuzhanova – provided scientific supervision and methodological guidance throughout the research process. She critically reviewed the theoretical framework, ensured alignment with pedagogical standards, and contributed to the analysis and interpretation of findings. She also reviewed and finalized the academic presentation of the article and contributed to the development of pedagogical recommendations for implementing video game-based learning in school English instruction.

References

1. **Sundqvist, P., Sylvén, L.K.** Extramural English in teaching and learning: From theory and research to practice [Text]. London, Palgrave Macmillan UK, 2016. – 256 p.
2. **Connolly, T.M., Boyle, E.A., MacArthur, E., Hainey, T., Boyle, J.M.** A systematic literature review of empirical evidence on computer games and serious games [Text] // Computers & Education. – 2012. – №2. – P. 661–686.
3. **Rankin, Y., Gold, R., Gooch, B.** 3D role-playing games as language learning tools [Text] // Proceedings of EuroGraphics 2007.– 2008. – №7. – P. 126-134.
4. **Miller, M., Hegelheimer, V.** The SIMs meet ESL: Incorporating authentic computer simulation games into the language classroom [Text] // Interactive Technology and Smart Education. – 2010. – №3(41). – P. 311-328.
5. **Neville, D.O., Shelton, B.E., McInnis, B.** Cybertext redux: Using digital game-based learning to teach L2 vocabulary, reading, and culture [Text] // Computer Assisted Language Learning. – 2009. – №5(22). – P. 409-424.
6. **Ranalli, J.** Learning English with The Sims: Exploiting authentic computer simulation games for L2 learning [Text] // Computer Assisted Language Learning. – 2008. – №5(21). – P. 441–455.
7. **Reinders, H., Wattana, S.** Learn English or die: The effects of digital games on interaction and willingness to communicate in a foreign language [Text] // Digital Culture & Education. – 2011. – №3. – P. 3-29.

8. **Peterson, M.** Massively multiplayer online role-playing games as arenas for second language learning [Text] // Computer Assisted Language Learning. – 2012. – №23. – P. 429-439.
9. **Thorne, S.L., Black, R.W., Sykes, J.M.** Second language use, socialization, and learning in internet interest communities and online gaming [Text] // The Modern Language Journal. – 2009. – №93. – P. 802-821.
10. **Piirainen-Marsh, A., Tainio, L.** Collaborative game-play as a site for participation and situated learning of a second language [Text] // Scandinavian Journal of Educational Research. – 2009. – №2(53). – P. 167-183.
11. **Cornillie, F., Thorne, S. L., Desmet, P.** ReCALL special issue: Digital games for language learning: Challenges and opportunities [Text] // ReCALL. – 2012. – №24. – P. 243-256.
12. **Sykes, J.M., Reinhardt, J., Thorne, S.L.** Digital games and language learning: Contexts and future considerations [Text] // Calico Journal. – 2010. – №1. – P. 1-10.
13. **Zheng, D., Young, M.F., Wagner, M.M., Brewer, R.A.** Negotiation for action: English language learning in game-based virtual worlds [Text] // The Modern Language Journal. – 2009. – №93(4). – P. 489-511.
14. **Smith, S.P., Mann, S.** Playing the game: A model for gameness in interactive game-based learning [Text] // Proceedings of the International Conference on Computers in Education. – 2009. – №11. – P. 111-120.
15. **Yip, F.W., Kwan, A.C.** Online vocabulary games as a tool for teaching and learning English vocabulary [Text] // Educational Media International. – 2007. – №43(3). – P. 233-249.
16. **deHaan, J., Reed, W.M., Kuwada, K.** The effect of interactivity with a music video game on second language vocabulary recall [Text] // Language Learning & Technology. – 2010. – №14(2). – P. 74-94.
17. **Hitosugi, C.I., Schmidt, M., Hayashi, K.** Digital game-based learning (DGBL) in the L2 classroom: The impact of the UN's off-the-shelf video game, Food Force, on learner affect and vocabulary retention [Text] // CALICO Journal. – 2014. – №31(1). – P. 19-39.
18. **Reinders, H.** Digital games in language learning and teaching [Text]. London, Palgrave Macmillan, 2012. – 232 p.
19. **Sørensen, B.H., Meyer, B.** Serious games in language learning and teaching – A theoretical perspective [Text] // Proceedings of the 3rd International Conference of the Digital Games Research Association. – 2007. – P. 141-148.
20. **Gee, J.P.** What video games have to teach us about learning and literacy [Text]. London, Palgrave Macmillan, 2011. – 256 p.

Ю.В. Полонский, Г.Қ. Тілеужанова
Академик Е.А. Бөкетов атындағы Қарағанды университеті
Қарағанды, Қазақстан

Мектепте ағылшын тілін үйренуде видео ойындарды интеграциялау

Аннотация. Мектепте тілді үйретуде видео ойындарды пайдалану оқыту мен қызықты уақыт өткізуді біріктіретін тиімді құрал болып табылады. Дәстүрлі әдістерден айырмашылығы, бейнеойындар сабаққа динамика қосып, оқушылардың ынтасын арттырады және өзара әрекеттестікті қамтамасыз етеді. Ойындар тілдің контекстік қолданылуын және баяндау арқылы мазмұнға енуін

камтамасыз ете отырып, оқушыларға шынайы тіл құрылымдарын игеруге, сөздік қорын бейсаналы түрде кеңейтуге, грамматиканы меңгеруге және коммуникативтік дағдыларын дамытуға мүмкіндік береді.

Сонымен қатар геймификация элементтері – кедергілер, кері байланыс циклі, жетістіктер – ойлау процестерін белсендіреді, есте сақтау мен мағынаны қалыптастыруды күшейтеді. Ең маңыздысы, көп ойыншы платформалары топтық оқытуға ықпал етіп, оқушыларды мағынаны келісуге, ынтымақтастыққа және тілді нақты уақыт режимінде стратегиялық қолдануға итермелейді. Мұндай іс-әрекеттер, күрделі мәселелерді шешуге бағытталған еркін қарым-қатынасқа толы, шынайы өмірдегі тілдік ортаны бейнелейді.

Дегенмен видео ойындарды оқу бағдарламасына енгізу белгілі бір қиындықтармен байланысты: материалдарды мұқият таңдау, білім беру мақсаттарымен үйлестіру және ойынның назарды басқаға аудару ықтималдығын ескеру қажет. Осы себепті мұғалімдер ойындардың қызықтыру әлеуетін тиімді пайдалана отырып, педагогикалық тұтастықты сақтау үшін ұқыпты түрде бағыттауы тиіс.

Бұл зерттеу видео ойындардың тіл дамытудағы күрделі рөлін талдауды мақсат етеді және ағылшын тілін оқытудағы дәстүрлі және инновациялық тәсілдерді үйлестіруді қолдайды.

Кілтті сөздер: видео ойындар, ағылшын тілін үйрену, тілдік дағдылар, геймификация, интерактивті оқыту, оқушы мотивациясы, технологияны интеграциялау, мектептік білім беру.

Ю.В. Полонский*, Г.К. Тлеужанова
Карагандинский университет имени академика Е.А. Букетов
Караганда, Казахстан

Интеграция видеоигр в изучение английского языка в школе

Аннотация. Интеграция видеоигр в школьное обучение языку является эффективным инструментом, сочетающим обучение с развлечением. В отличие от традиционных подходов, склонных к формализму, видеоигры создают динамичную среду, обеспечивая мотивацию и взаимодействие через удовольствие. Предоставляя контекстное применение языка и повествовательную основу, игры помогают учащимся усваивать аутентичные языковые структуры, пополнять лексикон, осваивать грамматику и развивать коммуникативные навыки бессознательно.

Кроме того, игровые механики – препятствия, циклы обратной связи, достижения – стимулируют мыслительные процессы, укрепляя запоминание и формирование смысла. Наиболее важно, что многопользовательские платформы способствуют групповому обучению, ускоряя процесс осмысления значений, сотрудничества и стратегического использования языка в реальном времени. Такие активности, наполненные спонтанными диалогами и сложным решением проблем, отражают реальную языковую среду.

Несмотря на все преимущества, интеграция видеоигр в учебный процесс сопряжена с трудностями: требуется тщательный отбор материалов, учет образовательных целей и внимание к потенциальным факторам отвлечения. По этой причине преподавателям важно тщательно балансировать между вовлекающим потенциалом игр и сохранением педагогической целостности.

Исследование стремится проанализировать сложную роль видеоигр в языковом развитии, способствуя гармоничному сочетанию традиционных и инновационных методов в современных тенденциях преподавания английского языка.

Ключевые слова: видеоигры, изучение английского языка, языковые навыки, геймификация, интерактивное обучение, мотивация учащихся, интеграция технологий, школьное образование.

Information about the authors:

Polonsky Yuri – the author is for correspondence, Master's student, Karaganda Buketov University, Karaganda, Kazakhstan. Tel. +77719953570. E-mail: badmoonshiner@mail.ru

Tleuzhanova Gulnaz Koshkimbaevna – Candidate of Pedagogical Sciences, Associate Professor, Karaganda Buketov University, Karaganda, Kazakhstan. E-mail: foreign_lang@ksu.kz

Авторлар туралы мәлемет:

Полонский Юрий Викторович – хат-хабар үшін автор, магистрант, Академик Е.А. Қарағанды Бөкетов атындағы университеті, Қарағанды, Қазақстан. Tel. +77719953570. E-mail: badmoonshiner@mail.ru

Тлеужанова Гульназ Кошкимбаевна – педагогика ғылымдарының кандидаты, доцент, Академик Е.А. Қарағанды Бөкетов атындағы университеті, Қарағанды, Қазақстан. E-mail: foreign_lang@ksu.kz

Информация об авторах:

Полонский Юрий Викторович – автор для корреспонденции, магистрант, Карагандинский университет имени академика Е.А. Букетова, Караганда, Казахстан. Tel. +77719953570. E-mail: badmoonshiner@mail.ru

Тлеужанова Гульназ Кошкимбаевна – кандидат педагогических наук, доцент, Карагандинский университет имени академика Е.А. Букетова, Караганда, Казахстан. E-mail: foreign_lang@ksu.kz