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COMPARATIVE OVERVIEW OF TRADITIONAL AND GAMIFIED METHODS

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Annotation:

This issue provides a comparative analysis of traditional and gamified methods in foreign language learning. It examines the key characteristics, advantages, and limitations of both approaches, with a special focus on modern interactive strategies such as task-based learning, CLIL, embodied learning, and inquiry-based methods. The research highlights how gamified learning increases engagement and motivation among learners, while also comparing the outdated "Army Method" with current communicative and learner-centered techniques.

Keywords: foreign language learning, gamified methods, traditional methods, interactive learning, communicative approach, embodied learning, CLIL, task-based learning, language acquisition, innovation in education.

Learning foreign languages is an important and relevant task in the modern world, where globalization and intercultural interaction play a key role in many areas of life. The ability to communicate effectively in different languages opens up new opportunities for education, career growth, intercultural exchange and understanding of world culture.

Despite the importance of learning foreign languages, there are many approaches to this process, including traditional methods that have served as the basis of education for decades, as well as innovative approaches that integrate modern technology and teaching methods.

The purpose of this chapter is to conduct a comparative analysis of traditional and innovative methods of gamified learning foreign languages in order to identify their effectiveness, advantages and disadvantages.

Description of traditional and innovative approaches to learning foreign languages



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A description of traditional and innovative approaches to learning foreign languages will help us understand the differences in teaching methodology and their effectiveness. Here is a general description of each type of approach:

Traditional approaches:

- Grammar- centred methods: Traditional teaching methods often focus on learning grammar rules and language structures. Teaching materials often include exercises to memorize grammar rules as well as practice in completing grammar exercises;
- Listening, reading, writing and speaking practice: Traditional approaches may also include an emphasis on developing listening, reading, writing and speaking skills. Students may be asked to listen to the audio recordings, read texts, write essays and participate in spoken dialogues;
- Cultural and literary aspects: Traditional teaching methods often include the study of the cultural and literary aspects of the language. This may include the study of the history, literature, art and customs of the country where the language being studied is spoken.¹

Innovative approaches:

- Using technology in teaching: Innovative approaches to learning foreign languages may include the use of modern technologies, such as computer programs, mobile applications, online resources, and virtual reality. These tools can provide students with access to interactive lessons, online courses, games, and other learning materials;
- Participatory and Interactive Methods: Innovative approaches may emphasize the importance of active participation and interaction of students in the learning process. This may include group projects, discussions, role-playing, and other forms of collaborative learning;
- Individualized methods and feedback: Innovative methods can also provide individualized approaches to learning, taking into account the needs and level of

¹Khamdamova, S. O. (2018). Difficulties in forming lexical skills in foreign language lessons. *Achievements of Science and Education*, 8(30).



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each student. This may include the use of adaptive learning materials, personalized learning plans, and feedback systems to assess progress and correct errors.²

Both types of approaches have their advantages and disadvantages, and the effectiveness of each may depend on the learning context, learner preferences, and available resources.

There are currently many methods for learning a foreign language in schools. Each method has its own specific features, some are more popular than others. Modern methods are usually much more in demand than methods created earlier. This can be explained orientation of modern methods to the needs of students, to individual characteristics, as well as the humanization of the educational process. This chapter will compare the outdated "Army Method" and some of the leading methods of modern foreign language learning.

The Audio-lingual Method

This method of teaching foreign languages was developed in the USA during the Second World War. It assumed practical mastery of a foreign language in oral communication with a limited vocabulary in a short time, namely 6-8 months. The topics of communication after this method are also strictly limited. This method is considered one of the first intensive methods that found practical implementation in foreign language classes.

The main objective of the method is to teach communication and understanding of oral foreign language speech, which was relevant for the allies preparing for military operations in Europe and North Africa. The main teaching material is dialogues on everyday topics, which students first listen to, then reproduce after the speaker and, finally, memorize.

The bulk of exercises (drills) are performed under the guidance of a teacher. Success in work is achieved through a high concentration of accounting hours (up to 25 per week), as well as careful staffing of groups taking into account the results of individual testing, which is conducted before the start of training.

The concept of the method was developed on the basis of the linguo-didactic views of L. Bloomfield and the ideas of behaviorism with their clearly expressed focus on

²Garanina, A. V. (2021). The role of games in English vocabulary development. *Young Scientist*, (5), 220–223.



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the practical acquisition of language as a result of direct perception and repetition of speech patterns learned intuitively.³

Embodied learning

Another relevant method is gamified embodied learning, in which learning becomes a more physical process than a mental one. For example, when learning action verbs, students are asked to perform given actions.

Example: Find – Found – Found (to find).

Students must find an object hidden in the classroom;

Tear – Tore – Torn (to tear).

Everyone is given a piece of paper that must be torn, etc.

This method can be relevant not only for children, but also for adults, since during the learning process, stronger associative connections are established, as a result of which the material is remembered much faster and easier. In the future, when performing a specific task, not only the meaning of the action in the native language, but also in a foreign language will arise in the student's memory.⁴ It is known as a way of gamified vocabulary learning.

Inquiry – based learning

Here, the training is focused on a specific request from students. If the topic of economics is relevant to them, then they may be offered to master the vocabulary specifically on this topic.

Situations that most often occur in the economic sphere of life can be modeled: dialogues with bank employees, discussions about macro and micro economics, debates on finance, etc. A large share of practice in training is one of the main advantages of this method. The material is absorbed better, and most importantly, it will be directly applicable in future life.

CLIL (Content and Language Integrated Learning)

This method is based on the subjects of the university curriculum in English, which helps to solve several problems at once: for example, to study the history of the

³Smirnova, L. A. (2019). Play activities in teaching foreign languages. *Modern Pedagogy*, (3), 50–53.

⁴Ivanova, T. I. (2020). ICT tools in gamified foreign language teaching. *Modern Technologies in Education*, (1), 18–21.



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native region, economics, agronomy or the history of foreign countries, while simultaneously working on the past tense.

For example: students may be asked to project the future of agricultural engineering based on existing developments in the Tambov region and in the country as a whole, while students will work through the Future tenses, conduct a study of agricultural engineering innovations for the current period, performing a full analysis of the material provided in the program, and also reflect on the future of the area to which their curriculum is devoted.

In this approach, language is not a goal, but a means for obtaining information. Also learners can guess the meaning of the unknown words according to the context given.

Task - based learning

Task- based learning helps students solve communication problems: buy movie tickets, pass a job interview or explain to a passerby how to get to a particular place. Authentic materials and exercises are used in the training, which are performed in real life by students.

For example, a teacher presents a language unit to a student in context so that the student remembers its meaning using a text, a hypothetical situation, or a dialogue. Immediately after this, the teacher suggests doing practical exercises to consolidate the material. At the end of the lesson, students are given a communicative task, for example, a role-playing game, the main goal of which is the unhindered generation of free spoken language in a foreign language.

The methodology is also relevant in the modern world, since the communicative tasks that students complete are based on actions that occur in modern realities.

Talking Class

In this method, the teacher acts as an observer, while students actively communicate and interact with each other, the conversation is conducted on a free or given topic, and each of the students uses vocabulary appropriate to his level. This method provides an opportunity for independent study of the language and consolidation of previously acquired material through interaction with peers. The advantage of this method can be considered the focus on teamwork and the expansion of the vocabulary of students through communication. Students with more developed



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conversational skills motivate others to study a foreign language and, ultimately, knowledge indicators among students become much higher.

The speaking class method is more suitable for students or as an additional way to improve speaking skills when talking to adults.⁵

Having compared the presented methods, it can be concluded that the Army method of teaching foreign languages is clearly inferior to modern methods, due to the fact that it does not involve the use of a wide and varied lexical material, since it is limited by the number of lexical topics, does not take into account the interests of students, is based on mechanical memorization of speech samples, does not allow creative development of the personality of students. Modern methods, on the contrary, strive for the harmonious development of personal qualities of students, take into account their interests and needs, including professional ones, include psychophysical factors of information perception, focus on relevant topics, and also offer a variety of methods for teaching foreign languages. Of course, there is no universal teaching method that would take into account all the individual characteristics of students, the goals and motivations of their learning, the duration of the educational process, etc. Universality lies in the ability of the teacher to competently and rationally use a variety of modern innovative methods and meet current methodological requirements.

In conclusion, while traditional methods like the Army Method emphasize memorization and rigid structures, modern gamified techniques offer flexibility, engagement, and learner-centered instruction. Innovative approaches promote the integration of language with real-life contexts, fostering stronger motivation and better retention. Though no single method is universally effective, combining elements from various strategies can create a more dynamic and inclusive language learning environment tailored to diverse student needs.

⁵Petrov, D. A. (2022). English vocabulary development through mobile apps. *Digital Learning Journal*, (2), 66–70.



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