

**EDUCATING UNIVERSITY STUDENTS THROUGH DIGITAL PLATFORMS
AND ONLINE GAMING****Nigmatova Dilsuz Yadgarovna**

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Annotation; We are living in digital era, in every sphere of our life meet with digitalization. Even in teaching process, educating university students through digital platforms and online gaming is one of the crucial part in every session. But we should remember, games in university training rest on solid ideas from education experts. They shift focus from rote memory to real understanding. This article is discussed about coaching students through digital platforms and online gaming

Key words; digital technologies, learning, games, online, students, teaching

The rapid advancement of digital technologies has significantly transformed nearly every facet of contemporary society, with education being no exception. As classrooms increasingly incorporate computers, tablets, internet connectivity, and virtual environments, educators have begun to investigate innovative pedagogical strategies that utilise these tools to enhance student engagement, accommodate diverse learning needs, and improve academic outcomes. Among the various digital innovations, online games and learning platforms have emerged as particularly influential, as they provide immersive, interactive, and adaptive environments that markedly differ from traditional instructional methods. These platforms are adept at presenting complex information through simulations, challenges, and problem-solving scenarios that dynamically respond to learner input, thereby creating experiences that can feel both meaningful and personally relevant to students.

In this article is discussed about role of digital technologies and games in teaching, imagine that a classroom where students dive into virtual worlds to solve real-world problems, forgetting they're even learning. Nowadays, this isn't science fiction—it's the new norm in higher education. Traditional lectures often leave students bored and disconnected, but online games and digital platforms change that by pulling them into active, fun experiences. Studies

show these tools boost engagement active by up to 48%, (according to a 2022 report from the Journal of Educational Technology & Society).

Game-based learning is informed by several established theoretical perspectives. Constructivist theories assert that learners acquire knowledge most effectively when they engage actively in exploring concepts, making decisions, and reflecting on outcomes. Similarly, experiential learning theory emphasises the importance of learning through practice, suggesting that digital games—particularly those that incorporate simulations, role-playing, or scenario-based tasks—offer valuable opportunities for experimentation and application. Furthermore, self-determination theory elucidates the reasons behind the effectiveness of game environments; they provide opportunities for autonomy, competence, and social connection, all of which enhance intrinsic motivation. In well-designed educational games, students are not merely passive recipients of information; rather, they are active participants who receive immediate feedback, observe the consequences of their choices, and cultivate confidence through incremental challenges.

University students today grew up with screens. They check phones first thing in the morning and use apps for everything from social chats to quick facts. A 2023 Pew Research Centre survey found that 95% of young adults under 30 own smartphones and rely on them daily for learning tasks. Yet many classrooms still stick to old ways like lectures and notes. This gap calls for change. Online games and digital platforms can pull students in, turning passive listening into active doing. These tools go beyond basic learning management systems. They build skills through play, fit for digital natives who crave interaction. Games in university teaching rest on solid ideas from education experts. They shift focus from rote memory to real understanding. This approach boosts how students grasp tough subjects.

Across the studies reviewed, substantial evidence suggests that online games and digital learning systems can significantly enhance academic performance when thoughtfully integrated into instructional practices. So let's we see some of the researchers opinion; A meta-analysis conducted by Clark, Tanner-Smith and Killingsworth (2016) reported a positive overall effect of digital games on learning outcomes, particularly in STEM disciplines. Correspondingly, findings by Qian and Clark (2016) indicate that game-based tasks can bolster 21st-century skills, including problem-solving and strategic reasoning. In addition to cognitive advancements, numerous studies underscore pronounced motivational effects: students tend to engage for extended periods and participate more actively when learning activities incorporate game elements, rewards, or narrative structures (Hamari et al., 2016). Online platforms that offer adaptive feedback and personalised learning pathways have been shown to support students with diverse learning needs more effectively than standardised instruction. Furthermore, multi player and collaborative games foster communication and teamwork, thereby enhancing positive classroom dynamics. Nevertheless, the research also highlights potential risks: inadequately designed competitive elements may undermine motivation, and limited access to technology could exacerbate inequities in learning opportunities (Hanus & Fox, 2015).

A considerable and expanding body of research suggests that digital game-based learning (DGBL) can promote cognitive development, enhance problem-solving and critical-thinking abilities, and increase student motivation and persistence. Investigations have demonstrated that interactive gaming environments facilitate a deeper understanding, improved retention of information, and more meaningful engagement with complex concepts. Furthermore, adaptive learning platforms utilise data-driven algorithms to customise tasks according to the learner's current level, providing personalised pathways that can more effectively support both struggling and advanced students compared to a one-size-fits-all instructional approach.

Nevertheless, the efficacy of these tools is not assured and is significantly contingent upon thoughtful design, appropriate implementation, and alignment with pedagogical objectives. Poorly structured games may detract from learning or oversimplify content, while competitive elements could demotivate certain learners. Issues of equity also arise when students lack consistent access to digital technologies or reliable internet connections. Consequently, educators must critically assess the timing and manner in which online games are incorporated, ensuring that they enhance rather than replace effective teaching practices.

This review synthesises empirical findings to evaluate the role of online games and digital learning platforms within contemporary education, exploring their advantages, limitations, and implications for future instructional design.

In short, the findings indicate that online games and digital platforms provide significant advantages for modern education by enhancing engagement, promoting active learning, and improving academic performance. These advantages align with theoretical expectations: game-based environments offer opportunities for experiential learning, cultivate intrinsic motivation, and encourage learners to construct knowledge through interaction and problem-solving. Nonetheless, the results underscore that effectiveness is not inherently linked to the technology itself. Games must be pedagogically aligned, designed with clear learning objectives, and integrated into structured instructional strategies rather than used as isolated tools.

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