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VAZIFAGA ASOSLANGAN NUTQ FAOLIYATLARIDA O'Z-O'ZINI BAHOLASHNING O'YINLASHTIRILGAN RUBRIKALARINING ROLI

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Chirchiq davlat pedagogika universiteti, o'qituvchi

Annotatsiya

Ushbu maqolada vazifaga asoslangan gapirish mashg'ulotlarida gamifikatsiyalangan o'z-o'zini baholash rubrikalaridan foydalanishning metodik ahamiyati tahlil qilinadi. Maqolada gamifikatsiya elementlari, o'z-o'zini baholash va vazifaga asoslangan til o'qitish yondashuvi integratsiyasi orqali talabalarning nutqiy faolligi, reflektiv fikrlashi va kommunikativ kompetensiyasini rivojlantirish imkoniyatlari yoritiladi.

Kalit so'zlar: vazifaga asoslangan o'rganish, gamifikatsiya, o'z-o'zini baholash, nutq ko'nikmalari, rubrika, refleksiya, kommunikativ kompetensiya, o'rganuvchi avtonomiyasi, ingliz tili xorijiy til sifatida, qayta aloqa.

РОЛЬ ГЕЙМИФИЦИРОВАННЫХ РУБРИК САМООЦЕНИВАНИЯ В ЗАДАНИЯХ, ОСНОВАННЫХ НА РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ

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Аннотация

В данной статье рассматривается методическая значимость использования геймифицированных рубрик самооценивания в заданиях, основанных на задание-ориентированные речевые упражнения. Особое внимание уделяется интеграции элементов геймификации, самооценивания и обучение языку на основе заданий с целью развития речевой активности, рефлексивного мышления и коммуникативной компетенции студентов.

Ключевые слова: обучение на основе заданий, геймификация, самооценивание, речевые навыки, рубрика, рефлексия, коммуникативная компетенция, автономия обучающегося, EFL, обратная связь.

THE ROLE OF GAMIFIED SELF-ASSESSMENT RUBRICS IN TASK-BASED SPEAKING ACTIVITIES

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Abstract

This article examines the methodological role of gamified self-assessment rubrics in task-based speaking activities. It explores how the integration of gamification, self-assessment, and task-based language teaching can enhance students' speaking performance, reflective awareness, learner autonomy, and communicative competence in EFL classrooms. The article proposes a practical rubric model based on levels, badges, reflection points, and performance descriptors.

Keywords: task-based learning, gamification, self-assessment, speaking skills, rubric, reflection, communicative competence, learner autonomy, EFL, feedback.

In contemporary English language teaching, speaking competence is regarded not only as the ability to produce grammatically correct utterances but also as the ability to communicate ideas clearly, interact appropriately, respond to real-life situations, and evaluate one's own performance. In many EFL contexts, however, students often participate in speaking activities passively, depend heavily on teacher correction, and experience difficulty identifying their own strengths and weaknesses. This problem becomes particularly visible in university classrooms, where learners are expected to demonstrate independent communication, critical

thinking, and self-regulated learning.

Task-based language teaching, commonly known as TBLT, offers an effective methodological basis for developing speaking skills because it places meaningful communication at the center of the learning process. In task-based speaking activities, learners are required to complete communicative tasks such as solving a problem, giving advice, comparing options, defending an opinion, interviewing a partner, or presenting a solution. Such tasks encourage learners to use language for real communicative purposes rather than merely practising isolated grammar structures.

Nevertheless, task performance alone does not always guarantee deeper learning. Students may complete a speaking task without understanding exactly what they have improved or what they still need to develop. Therefore, assessment and reflection should become integral parts of task-based instruction. In this regard, self-assessment can help students become more aware of their speaking performance, while gamification can make the assessment process more motivating, visual, and emotionally engaging.

The present article focuses on the role of gamified self-assessment rubrics in task-based speaking activities. It argues that when students assess their speaking performance through structured, game-like rubrics, they become more active, reflective, and responsible participants in the learning process.

The relevance of this topic is determined by several pedagogical factors.

First, modern language education increasingly emphasizes learner autonomy, formative assessment, and communicative competence. Students are no longer expected to be passive recipients of teacher evaluation; they should gradually learn how to monitor their own progress and set realistic learning goals.

Second, speaking remains one of the most challenging skills for EFL learners. Many students know vocabulary and grammar rules, but they hesitate to speak because of anxiety, lack of confidence, fear of making mistakes, or limited fluency. Traditional assessment methods may sometimes increase this anxiety because they focus mainly on errors and final scores. In contrast, self-assessment rubrics can shift students' attention from "What mark did I get?" to "What did I do well, and what should I improve next?"

Third, gamification has become an important educational tool in language teaching. Game elements such as points, badges, levels, progress bars, missions, challenges, and achievement cards can increase students' motivation and involvement. However, gamification should not be understood as simple entertainment. In an academic context, it should support meaningful learning, reflection, and improvement.

The integration of gamification and self-assessment within TBLT is especially important because all three components support learner-centred education. TBLT provides meaningful communicative tasks; self-assessment develops reflective thinking; and gamification increases motivation and engagement. When these elements are combined, speaking activities may become more purposeful, student-centred, and development-oriented.

In the current state of EFL methodology, a significant number of studies discuss task-based learning, formative assessment, and gamification separately. However, there is still a need for practical classroom models that combine these concepts in speaking instruction. This article addresses this gap by proposing a gamified self-assessment rubric that can be used after task-based speaking activities.

Task-based language teaching is based on the idea that language is best learned through meaningful use. According to Ellis, a task requires learners to focus primarily on meaning, use their own linguistic resources, and achieve a communicative outcome. Similarly, Nunan emphasizes that classroom tasks should involve learners in comprehending, manipulating, producing, or interacting in the target language [2; 302].

In speaking instruction, TBLT usually includes three stages: the pre-task stage, the task cycle, and the post-task stage. During the pre-task stage, the teacher introduces the topic, vocabulary, communicative purpose, and task instructions. During the task cycle, students complete the speaking task individually, in pairs, or in groups. During the post-task stage, learners analyze their performance, receive feedback, and focus on language improvement.

Self-assessment is a formative assessment tool that enables learners to evaluate their own learning process and outcomes. According to Brown and Harris, self-assessment can increase students' responsibility and help them understand assessment criteria more clearly [3; 654]. In speaking classes, self-assessment may include checklists, rating scales, reflective questions, learning journals, or rubrics.

A rubric is a structured assessment tool that describes different levels of performance according to specific criteria. In speaking assessment, common criteria include fluency, pronunciation, vocabulary, grammar accuracy, coherence, interaction, task achievement, and communicative effectiveness. When students use rubrics to evaluate themselves, they begin to understand what successful speaking performance looks like.

Gamification refers to the use of game design elements in non-game contexts. Sebastian Deterding et al. define gamification as the application of game elements to increase engagement and motivation [4; 87]. In education, gamification may include points, badges, leaderboards, missions, levels, progress indicators, and rewards. However, pedagogically effective gamification should not be limited to competition. It should promote progress, reflection, collaboration, and intrinsic motivation.

Therefore, gamified self-assessment rubrics can be defined as assessment tools that combine clear performance criteria with game-like elements such as levels, badges, progress points, and reflective missions. Their main purpose is not simply to make assessment “fun” but to help learners see their progress more clearly and become more aware of their speaking development.

The present article proposes a methodological model that can be applied in EFL speaking classes with university students. The model is designed for task-based speaking activities and is particularly suitable for intermediate and upper-intermediate learners. Its main purpose is to integrate task-based language teaching, gamification, and self-assessment in order to make speaking activities more reflective, motivating, and learner-centered. In this model, students not only perform oral tasks but also evaluate their own performance through structured gamified rubrics. This allows them to become more aware of their speaking strengths, weaknesses, and individual progress.

The practical implementation of the model may be guided by several research questions. First, it is important to examine how gamified self-assessment rubrics influence students’ engagement in task-based speaking activities. Second, the model aims to explore how students perceive their own speaking progress when they assess themselves through gamified criteria. Third, it seeks to identify which aspects of speaking performance, such as fluency, vocabulary use, interaction, grammar accuracy, task achievement, or confidence, are most effectively developed through gamified self-assessment. These questions help to determine both the pedagogical value and the practical effectiveness of the proposed approach [7; 570].

The model may be implemented as a four-week classroom intervention. During this period, students complete one task-based speaking activity each week. After each speaking task, they assess their own performance using a gamified self-assessment rubric. At the same time, the teacher observes students’ oral performance and provides brief formative feedback. This combination of self-assessment and teacher feedback creates a balanced assessment environment in which students are encouraged to take responsibility for their learning while still receiving professional guidance from the teacher.

The model consists of four main stages. The first stage is pre-task preparation. At this stage, the teacher introduces the communicative situation, explains the task goal, presents useful vocabulary, and familiarizes students with the assessment criteria. Students are also informed that they will assess their own speaking performance after completing the task. This stage is important because it prepares learners not only linguistically but also psychologically and methodologically. When students know the aim of the task and the criteria by which their performance will be evaluated, they participate more consciously and purposefully.

The second stage is task performance. At this stage, students complete a speaking task individually, in pairs, or in groups. The task may take the form of a pair discussion, role-play, problem-solving activity, opinion exchange, mini-presentation, debate, or interview. The central aim of this stage is to encourage students to use English for meaningful communication. Instead of focusing solely on grammatical correctness, students are expected to express ideas, respond to their partners, negotiate meaning, and achieve a communicative outcome.

The third stage is gamified self-assessment. After completing the speaking task, students evaluate their performance with the help of a rubric based on levels and badges. The rubric may include criteria such as fluency, vocabulary, grammar accuracy, interaction, task achievement, and reflection. For each criterion, students identify their current level, for example, “Starter Speaker,” “Developing Speaker,” “Confident Speaker,” or “Strategic Speaker.” This level-based structure makes assessment more understandable and motivating for learners. It also helps them see speaking development as a gradual process rather than a single final mark.

The fourth stage is reflection and goal-setting. At this stage, students write a short reflection on their speaking performance and choose one specific goal for the next speaking activity. For instance, a student may write, "Next time, I will use more linking words," or "I will try to support my opinion with examples." This stage is particularly significant because it connects assessment with future improvement. As a result, self-assessment becomes not only a way of judging performance but also a tool for planning further learning.

The proposed gamified self-assessment rubric is based on several speaking criteria. In terms of fluency, students evaluate whether they spoke with many pauses and hesitations, whether their ideas were understandable despite some pauses, whether they expressed their ideas clearly, or whether they maintained a natural and confident flow of communication. In terms of vocabulary, they assess whether they used limited vocabulary, some topic-related words, appropriate vocabulary, or varied and effective vocabulary. Grammar accuracy is evaluated according to the degree to which grammatical errors affected meaning and whether students were able to use a range of structures accurately and appropriately.

Interaction is another important criterion in the rubric. Students reflect on whether they rarely responded to their partner, responded with some support, actively asked and answered questions, or developed the conversation by encouraging their partner to speak. Task achievement is assessed according to how successfully the student completed the communicative goal of the activity. Some students may complete only part of the task, while others may complete it successfully, creatively, and effectively.

Reflection is also included as a key criterion because students should learn to identify their mistakes, recognize their strengths, explain what they need to improve, and set clear goals for future speaking tasks. To make the rubric more motivating, a badge system can be used. For example, the "Fluency Builder" badge may be given to students who improve fluency and reduce hesitation. The "Vocabulary Explorer" badge may be awarded to those who use new topic-related vocabulary. The "Interaction Partner" badge may be given to students who communicate actively with their peers, while the "Grammar Improver" badge may recognize attention to grammatical accuracy. Similarly, the "Confident Speaker" badge may be used for students who speak with clarity and confidence, and the "Reflective Learner" badge may be given to students who analyze their own performance and set a meaningful learning goal.

It is important to emphasize that badges should not be awarded only to the strongest students. They should be used to recognize progress, effort, improvement, and reflection. In this sense, gamification should not create excessive competition among learners. Instead, it should support an inclusive and encouraging classroom atmosphere in which every student can recognize personal progress and feel motivated to continue improving.

As an example, the model can be applied to a B2-level task-based speaking activity on the topic of "Solving a Campus Problem." In this activity, students are asked to discuss how the university can improve the English-speaking environment. They work in groups of three and discuss why many students hesitate to speak English outside the classroom, what practical activities can help students speak English more often, and which solution would be the most realistic for their university. The expected outcome is that each group presents three solutions and explains which one they consider the most effective. After the group presentation, each student completes the gamified self-assessment rubric and chooses one badge that best reflects their strongest performance. They then answer several reflection questions, such as what their strongest speaking skill was, what difficulty they faced during the task, which badge they deserve and why, and what goal they want to set for the next speaking activity [6; 142]. Through this process, the speaking activity becomes not only a communicative task but also a reflective learning experience. Thus, the proposed model helps students develop speaking skills, self-awareness, confidence, and learner autonomy within a task-based learning environment.

The use of gamified self-assessment rubrics in task-based speaking activities may produce several positive methodological outcomes.

Firstly, students become more aware of speaking criteria. In traditional speaking activities, students often do not clearly understand what teachers expect from them. A rubric makes these expectations visible. When the rubric is gamified, these expectations become more accessible and engaging.

Secondly, the rubric encourages reflection. Instead of simply completing a speaking task and waiting for a teacher's mark, students analyze their own performance. This helps them develop metacognitive awareness. They begin to understand not only what they said but also how effectively they communicated.

Thirdly, gamified rubrics may reduce speaking anxiety. Many students are afraid of making mistakes in front of others. A progress-based badge system can create a more supportive atmosphere because students are rewarded for improvement rather than punished for errors.

Fourthly, the model supports learner autonomy. Students learn to set their own goals and monitor their own progress. For example, one student may focus on fluency, another on vocabulary, and another on interaction. This makes speaking development more individualized.

Fifthly, gamified self-assessment can strengthen the post-task stage of TBLT. In many classes, teachers conduct communicative tasks but do not always provide sufficient time for reflection. The proposed rubric gives structure to the post-task stage and turns it into a meaningful learning process. However, some methodological limitations should also be considered. Students may overestimate or underestimate their performance at the beginning. Therefore, teachers should explain the rubric carefully and demonstrate how to use it. In addition, gamification should not become the main goal of the lesson. It should support speaking development, not replace meaningful learning.

The integration of gamified self-assessment rubrics into task-based speaking activities reflects a shift from teacher-centered evaluation to learner-centered assessment. This shift is particularly important in higher education, where students should be prepared for independent learning, academic communication, and professional interaction. The proposed approach also corresponds to the principles of formative assessment. Formative assessment is not limited to giving marks; it helps learners understand their current level and plan further improvement. A gamified rubric performs this function by showing students where they are and what they should do next. Moreover, the model can be adapted to different speaking topics and proficiency levels. For lower-level students, the rubric may include simpler descriptors. For advanced students, it may include more complex criteria such as argumentation, pragmatic appropriateness, discourse markers, and critical response.

In EFL contexts, where exposure to English outside the classroom may be limited, task-based speaking activities provide valuable opportunities for authentic communication. Gamified self-assessment rubrics can make these opportunities more reflective and purposeful. As a result, students do not merely speak in English; they also learn how to evaluate, improve, and regulate their speaking performance.

Conclusion

Gamified self-assessment rubrics can play an important role in improving the effectiveness of task-based speaking activities. They combine the communicative nature of TBLT, the reflective value of self-assessment, and the motivational power of gamification. This integration helps students become more engaged, confident, and autonomous speakers. The proposed rubric model allows learners to evaluate their fluency, vocabulary, grammatical accuracy, interaction, task achievement, and reflection. The use of badges, levels, and reflection questions makes the assessment process more visual and motivating. At the same time, the model supports important pedagogical goals such as formative assessment, learner autonomy, self-regulated learning, and communicative competence.

It can be concluded that gamified self-assessment rubrics are not merely decorative tools in speaking classes. They can function as a practical methodological mechanism for connecting task performance with reflection and improvement. Further research may include experimental studies measuring the impact of this model on students' speaking fluency, confidence, and long-term self-assessment skills.

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