# PSYCHOLOGICAL BASICS OF GAMIFIED LEARNING THEORY

**Rustamjonova Mukharramkhon**

TSPU named after Nizami

Faculty of Pedagogy and psychology

First year master's student

E-mail: rustamjonovamuharram417@gmail.com

**Abstract**: The article reveals the features of psychological concept of gamification will be reconsidered, using numerous motivational ways and a plethora of concerns.

**Key words:** gamification, psychological, self-determination, intrinsic motivation, behavior, autonomy.

The theory of gamified instructional design is a psychological theory that is strongly related to gamification. This theory highlights two primary psychological processes that can be leveraged by game features to influence learning in the context of gamification. Both depict the impact of learning outcomes. With its definition of inner and extrinsic motivators, self-determination theory has been extremely important in the field of psychology. Self-determination theory is based on cognitive evaluation theory, which claims that incentives have two crucial characteristics: they provide performance feedback and they explain why a person is pursuing a specific task. Control perceptions are the awareness of why one is completing the job. According to cognitive evaluation theory, if the actor's control perceptions carry more weight, the locus of causality changes from the individual to the external environment.

Gamification can use both intrinsic and extrinsic motivators to alter student behavior. This section will begin by researching support for SDT in the gamification

literature before detailing how one study in particular employed both types of motivation to a student sample to assist frame the application of SDT to gamification.

Scholars have also explored into the idea that intrinsic motivation influences behavior by meeting basic psychological requirements. Ryan, Rigby, and Przyblyski discovered that fulfillment of the requirements for autonomy, competence, and relatedness predicted both enjoyment and future game play. Sheldon and Flack (2008) provided experimental support for this by manipulating learners' capacities to satisfy these basic psychological demands within a game-learning framework. Finally, the task may have an impact on the relationship between gamification and motivation. Activity complexity, in particular, may be crucial because a more difficult task will necessitate more cognitive resources. Due to the investment required from the learner, influencing intrinsic motivation through gamification may have a bigger influence on learning for complex activities.

The difficulty in convincing children, or most adults, to complete dull or tiresome jobs is engaging them on a deeper, more meaningful level. People receive inspiration in a variety of ways. Presenting realistic tasks, encouraging them as they progress through levels, and emotionally engaging them to accomplish their very best are all ways to motivate individuals. Gamification accomplishes this. Gamification is fundamentally about emotionally engaging individuals and encouraging them to attain their goals. Gamification generally relies on intrinsic rather than extrinsic rewards. When combined with new educational methodologies, particularly gamification, this opens up possibilities for new forms of assessment that may provide a more realistic image of students' achievements. When utilized in university classes, virtual environments provide a very authentic, but controlled setting, necessitating the development of new forms of assessment patterns. Traditional 'one-off' evaluation activities, for example, no longer provide adequate mechanisms for assessing.

In data analysis, there is a need to evaluate the impact of single game aspects on psychological and behavioral consequences. Investigating the effectiveness of gamification on psychological and behavioral outcomes modified by individual

characteristics in two scenarios yields insights from several viewpoints. Gamification refers to a process of enhancing a service with affordances for gameful experiences in order to support users' overall value creation." (2012, p. 19, 2017, p. 25 Huotari and Hamari)

Wolf, Weiger, and Hammerschmidt (2018) define gameful There are four types of experiences : skill development, social connectedness, expressive freedom, and social comparison.

The self-determination theory differentiates between three basic psychological needs: autonomy, competence, and relatedness (Ryan and Deci 2017, p. 3). The need for autonomy implies the perceptions of willingness and volition while accomplishing a certain action. Individuals make decisions based on their own merits, interests, and goals without external constraints (Gagné and Deci 2005).

A feeling of autonomy includes both perceived decision freedom and meaningfulness of the given activity. The former entails having the choice between different actions. The latter presumes the action to be consistent with individuals' goals and merits (Sailer et al. 2017). The perception of competence includes an individual's feeling of efficiency, success, and a need for challenges while consciously interacting with the environment (Deci and Ryan 1985a, p. 58; Ryan and Deci 2000a; b; White 1959).

Individuals believe that their behaviors are self-organized or initiated. They have a sense of control over their activities. Direct and positive (i.e., informational) feedback is thought to increase the feeling of competence. The need for relatedness includes a sense of belonging and connection to other people. Individuals aim for reciprocal caring and a sense of significance as well as others.

To summarize, autonomy has a distinct standing as a necessity. Autonomy actualizes the demands for competence and relatedness by initiating and managing conduct that facilitates the fulfillment of these needs. When autonomy is collaterally

satisfied, for example, there is an increase in full fulfillment of competence.Motivation is influenced by the satisfaction of basic psychological needs.

They are not toys because games can create new social and cultural worlds where people learn by integrating thinking, social interaction, and technology. When games are critically played, "they situate meaning in a multimodal space through embodied experiences to solve problems and reflect on the intricacies of the design of imagined worlds and the design of both real and imagined social relationships and identities in the modern world" (Gee, 2003, p. 48).

Games are a valuable tool because they allow for the development of situated understanding and allow players to live roles that would otherwise be difficult to play. Because the user can feel like an active actor rather than a passive recipient, these experiences may make players wiser and more intelligent. Indeed, as participants engage in active learning, they are perceiving the world in new ways, make new attachments, and prepare for future learning. Furthermore, games empower learners and assist participants in building problem-solving skills as well as knowledge.

**REFERENCES:**

1. Deci, Edward L. And Richard M. Ryan. 2012. "Motivation, Personality, and Development within Embedded Social Contexts: An Overview of Self-Determination Teory." In Te Oxford Handbook of Human Motivation, edited by Richard M. Ryan, 85–107. New York: Oxford University Press.
2. Hashim, H., Rafiqah M. Rafiq, K., & Md. Yunus, M.(2019). Improving ESL Learners' Grammar with Gamified-Learning. Arab World English Journal. Https://doi.org/10.24093/awej/call5.4
3. Huotari, Kai and Juo Hamari. 2012. "Defning Gamifcation – A Service Marketing Perspective." In Proceedings of Te 16th International Academic Mindtrek Conference, 17-22. New York: ACM Press.
4. Ryan, Richard M. And Edward L. Deci. 2002. "An Overview of Self-Determintation Teory: An Organismic-Dialectical Perspective." In Handbook of Self-Determination Research, edited by Edward L. Deci and Richard M. Ryan, 3–36. Rochester: University of Rochester Press.