Global Journal of Basic Education (GJBE)
Volume 1 Issue 1 Year 2025 Pages 27 - 42
e–ISSN : 3110-8687 | DOI: 10.61227
e-mail : gjbe.journal@gmail.com
https://journal.pusmedia.com/index.php/GJBE/index

Activating Students' Learning Motivation in Uzbek Literature Education : A Methodological Approach

Dildora Ortiкova[1]* , Do'stnazar Ximmataliyev[2]

[1,2] Chirchik State Pedagogical University

Correspondence e-mail * : d.khimmataliyev@gmail.com

Abstract:
The low motivation of students to learn in literary learning, especially Uzbek literature, is a serious challenge in the world of education because traditional passive teaching methods fail to increase student engagement and academic achievement. This study investigates the impact of motivational strategies on enhancing students' learning motivation and academic performance in Uzbek literature education. Specifically, it explores the effectiveness of inquiry-based learning, collaborative learning, multimedia integration, real-world connections, and gamification as tools for increasing students' engagement and motivation. A quasi-experimental design was employed, involving 120 undergraduate students divided into an experimental group (exposed to the motivational strategies) and a control group (receiving traditional teaching methods). The results showed a significant increase in both motivation and academic performance for the experimental group compared to the control group, with the motivational strategies contributing to a more interactive, student-centered learning environment. Qualitative feedback from students further highlighted the positive effects of these strategies on their engagement and learning experience. The findings suggest that integrating these motivational strategies can improve student motivation, enhance academic performance, and create a more dynamic learning atmosphere in literature education. These findings contribute to the development of a practical framework for the implementation of motivational strategies in literary learning and provide empirical evidence that an integrated student-centered approach is more effective than traditional methods in improving students' intrinsic motivation and academic achievement.

Keyword : Motivational Strategies, Learning Motivation, Academic Performance, Inquiry-Based Learning, Collaborative Learning, Multimedia Integration, Gamification, Uzbek Literature Education, Student Engagement, Active Learning.

Article info: Submitted : 2025-04-23 | Accepted : 2025-06-10 | Published : 2025-06-13

Copyright © 2025, Authors.

This is an open-access article under the CC BY 4.0

INTRODUCTION

In the modern educational landscape, fostering student motivation is essential for enhancing both the quality of learning and academic performance (Hamjah et al., 2011; Hootstein, 1994; Schiefele, 2012). In particular, literature education, with its emphasis on cultural, historical, and thematic analysis, provides a unique opportunity to integrate innovative teaching strategies that not only enhance students' understanding of literary works but also engage them in the learning process.

However, despite the importance of motivation in the learning process, many traditional methods used in literature classes fail to stimulate students' intrinsic motivation, leading to disengagement and lower academic performance.

Motivation plays a critical role in student learning, as it influences the effort students put into their studies, their persistence in the face of challenges, and their ability to transfer knowledge across different contexts. Research has shown that motivation is a key predictor of academic success, particularly when students are encouraged to take an active role in their learning (Motevalli et al., 2020). Motivational strategies such as inquiry-based learning, collaborative learning, multimedia integration, real-world connections, and gamification have emerged as effective tools in modern pedagogy to enhance student engagement and foster intrinsic motivation.

Despite the growing body of research on motivational strategies in education, several significant gaps persist in the literature that this study seeks to address. Traditional paradigms of research often fail to provide a systematic, refined basis on which educational professionals can build their work, and most studies focus on individual motivational strategies rather than examining the combined effectiveness of multiple approaches. Most theories of motivation have largely developed from the work of scholars rather than the perspectives of teachers, creating a disconnect between theoretical frameworks and practical classroom implementation. Furthermore, while gamification has shown promise in educational settings, research on gamification has produced mixed results, particularly in specific cultural and linguistic contexts (Caponetto et al., 2014; Hamari et al., 2023; Sailer & Homner, 2020). There is a notable absence of research examining the effectiveness of motivational strategies specifically within Uzbek literature education, which presents unique cultural and linguistic challenges. Additionally, much research on the reciprocity between motivation and achievement has been done with data collected at large time intervals, which reflect changes that happen over months or years, highlighting the need for more immediate, practical interventions that can be implemented within a single academic term. Most existing studies focus either on motivation or academic performance, but rarely examine both outcomes simultaneously through mixed-methods approaches that combine quantitative measurements with qualitative student feedback.

This study introduces several novel elements to the field of motivational strategies in literature education. Unlike previous research that examines individual motivational techniques, this study investigates the combined effectiveness of five complementary strategies (inquiry-based learning, collaborative learning, multimedia integration, real-world connections, and gamification) within a single educational framework. This research is among the first to examine motivational strategies specifically within the context of Uzbek literature education, addressing the unique cultural, historical, and linguistic dimensions that influence student engagement in

this particular academic domain. The study employs both quantitative measures (pre-post motivation assessments and academic performance evaluations) and qualitative data (focus groups, interviews, and classroom observations) to provide a holistic understanding of strategy effectiveness. Rather than theoretical exploration, this research provides a concrete, replicable framework for implementing motivational strategies in real classroom settings, with specific applications tailored to literature education.

The urgency of this research stems from several contemporary educational challenges. Educational institutions worldwide are experiencing decreasing student motivation and engagement, particularly in humanities subjects like literature. While there is a great deal of overlap between motivation theories, researchers differ in their identification of the underlying belief systems leading to motivational variation, necessitating immediate practical solutions. Contemporary students, having grown up in digital environments, require more interactive and engaging learning experiences. The integration of gamification into educational settings has gained recognition for its potential to boost student motivation, engagement, interest, and learning outcomes, making it crucial to understand how these tools can be effectively implemented in literature education. As educational institutions increasingly adopt student-centered approaches, there is an urgent need for evidence-based strategies that can be immediately implemented to improve learning outcomes. Gamification is presented as an innovative strategy in the field of education because using game design elements can engage students in the learning process(Arnold, 2014; Huang & Soman, 2013; Stott & Neustaedter, 2013). In the context of Uzbek literature education, there is an urgent need to make classical and contemporary literary works more accessible and relevant to modern students while preserving their cultural and historical significance.

This study aims to explore the impact of these motivational strategies in the context of Uzbek literature education, focusing on their ability to activate students' learning motivation and improve their academic performance. The primary objective is to evaluate the effectiveness of integrated motivational strategies (inquiry-based learning, collaborative learning, multimedia integration, real-world connections, and gamification) in enhancing student motivation and academic performance in Uzbek literature education. The study also seeks to measure and compare changes in intrinsic and extrinsic motivation levels between students exposed to motivational strategies and those receiving traditional instruction, assess the impact of motivational strategies on academic performance indicators including assignments, examinations, and class participation, and examine students' subjective perceptions and experiences regarding the effectiveness of each motivational strategy through qualitative feedback. Additionally, the research aims to identify the most effective individual strategies within the integrated approach and understand their specific contributions

to student engagement, provide evidence-based recommendations for implementing motivational strategies in literature education settings, and develop a replicable framework for integrating multiple motivational strategies in humanities education.

Literatur Review

1. Motivation and its Role in Education

Motivation is a critical factor in the learning process and is essential for academic success. It influences not only students' willingness to engage in learning tasks but also their persistence and achievement. Deci and Ryan's Self-Determination Theory (SDT) (2000) suggests that motivation can be classified into intrinsic and extrinsic types. Intrinsic motivation refers to doing an activity for its inherent enjoyment, while extrinsic motivation involves performing a task for external rewards or recognition. In education, fostering intrinsic motivation is particularly important, as it leads to deeper engagement with the subject matter and better long-term learning outcomes.

The role of motivation in education has been widely researched, with studies showing that motivated students tend to perform better academically. Motivation is often linked to several other factors such as self-regulated learning, academic achievement, and learning strategies (Zimmerman & Schunk, 2011). Motivated students actively engage in learning tasks, seek out challenges, and are more likely to persist in the face of difficulties. In contrast, students who lack motivation may demonstrate low participation, reduced effort, and a tendency to disengage from the material, which can negatively impact their academic performance.

2. Motivational Strategies in Education

A range of motivational strategies has been developed to enhance student engagement and foster intrinsic motivation. These strategies include inquiry-based learning, collaborative learning, multimedia integration, real-world connections, and gamification, all of which are central to this study. Each of these strategies can be grounded in educational theories that emphasize active learning, student autonomy, and engagement with real-world contexts.

Inquiry-Based Learning (IBL). Inquiry-based learning, grounded in the constructivist theory of learning (Vygotsky, 1978), encourages students to ask questions, explore, and investigate topics that interest them. This student-centered approach shifts the focus from passive receipt of information to active exploration and problem-solving. According to Piaget's theory of cognitive development, learners construct knowledge through active engagement with their environment, and IBL helps to foster this active learning. By encouraging students to inquire, discuss, and discover, this approach stimulates curiosity and promotes deeper learning.

Collaborative Learning. Collaborative learning is based on social constructivism (Vygotsky, 1978), which emphasizes the role of social interaction in learning. It posits that knowledge is constructed through interaction and collaboration with others. In collaborative learning, students work together in groups to solve problems, discuss concepts, and share ideas. This cooperative process not only enhances understanding but also builds interpersonal skills, critical thinking, and the ability to work in teams. Research shows that collaborative learning increases student engagement and motivation by providing a sense of community and shared purpose.

Multimedia Integration.The integration of multimedia tools such as videos, audio clips, and interactive software into education can significantly enhance student engagement and learning outcomes. Multimedia Learning Theory, proposed by Mayer (2005), suggests that people learn more effectively when both verbal and visual information are used in tandem. This multimodal approach caters to diverse learning styles, making content more accessible and engaging. In the context of literature education, multimedia can help bring historical and cultural contexts to life, making abstract concepts more concrete and stimulating students' interest in the subject matter.

Real-World Connections.Linking classroom content to real-world issues or students' personal experiences is a powerful strategy for enhancing motivation. Situated Learning Theory (Lave & Wenger, 1991) emphasizes that learning is most effective when it occurs in a context that is relevant to the learner's life. By drawing connections between the literature being studied and contemporary societal issues, educators can demonstrate the relevance of academic content to students' everyday lives. This connection fosters a sense of purpose and makes the learning experience more meaningful.

3. Gamification

Involves applying game-design elements, such as rewards, competition, and point systems, to non-game contexts such as education. This strategy is grounded in Behaviorism, which focuses on reinforcing positive behavior through rewards. In an educational setting, gamification can motivate students to participate actively, complete assignments, and engage with learning materials by making the learning process more interactive and fun. Research on gamification has shown that it can increase motivation and foster a competitive yet collaborative environment, encouraging students to strive for excellence.

Literature education presents unique challenges in motivating students. Literary texts often require students to engage with complex language, abstract themes, and historical contexts. Traditional lecture-based teaching methods, which focus on delivering content passively, may not effectively engage students or stimulate their intrinsic motivation. In contrast, the strategies discussed above have

the potential to make literature education more engaging and relevant to students' lives.

For example, inquiry-based learning allows students to actively explore the meanings and interpretations of literary works, making the study of literature more interactive and dynamic. Collaborative learning can foster deeper discussions of literary themes and characters, while multimedia integration can bring the setting and cultural context of a literary work to life. Real-world connections make literary analysis more meaningful by tying it to current societal issues or personal experiences. Finally, gamification can motivate students to actively participate in learning activities and increase their enthusiasm for literature.

Motivating students to engage with literature is essential not only for improving academic performance but also for developing critical thinking, empathy, and a deeper understanding of cultural and historical perspectives. By implementing these motivational strategies, educators can create an environment where students are more engaged, curious, and motivated to explore the world of literature.

METHODOLOGY

Research Design

This research employed a quasi-experimental design to evaluate the effectiveness of integrated motivational strategies in enhancing students' learning motivation and academic performance in Uzbek literature education. The quasi-experimental approach was selected as it allows for investigation within authentic educational settings where random assignment of participants is not practically feasible. The design incorporated both experimental and control groups to enable systematic comparison of outcomes, with the experimental group receiving innovative motivational interventions while the control group continued with conventional teaching approaches.

Participants and Setting

The study involved 120 undergraduate students enrolled in a second-year Uzbek literature course at a major public university in Uzbekistan. Participants were aged between 18 and 20 years and were all native Uzbek speakers, ensuring linguistic homogeneity that eliminated potential language proficiency confounds. The sample was purposively divided into two equivalent groups of 60 students each. The experimental group received instruction incorporating five integrated motivational strategies, while the control group participated in traditional lecture-based instruction supplemented by independent reading and conventional written assessments. All participants were enrolled in the same academic program and shared similar educational backgrounds, ensuring baseline equivalence between groups.

Motivational Strategies Implementation

The experimental group was exposed to five carefully integrated motivational strategies designed to enhance student engagement and learning outcomes. Inquiry-based learning formed the foundation of the approach, encouraging students to formulate questions related to literary themes, character development, and cultural contexts. This student-centered methodology promoted critical thinking and active participation through guided exploration of literary works. Students engaged in peer discussions to share insights and interpretations, fostering a collaborative learning environment.

Collaborative learning strategies were implemented through small group activities where students worked collectively on literary analysis projects. Each group was assigned specific literary works to examine, with members contributing diverse perspectives and sharing responsibility for comprehensive analysis. Groups presented their findings to the entire class, promoting both collaboration and deeper content understanding while developing communication skills.

Multimedia integration enhanced traditional teaching methods through the incorporation of videos, podcasts, and interactive online platforms. Students accessed multimedia presentations that provided historical and cultural context for literary works, making abstract concepts more tangible and engaging. Interactive quizzes and video discussions reinforced content delivery and encouraged active participation beyond traditional text-based learning.

Real-world connections were established by linking literary themes to contemporary societal issues and students' personal experiences. Students explored connections between classical literary works and current topics such as identity, social justice, and cultural heritage. This approach demonstrated the continued relevance of literature to modern life, increasing student motivation to engage with the material through personal connection and contemporary application.

Gamification elements were incorporated through classroom competitions, point systems, and achievement recognition. Students participated in literary quizzes where correct responses earned points, creating a competitive yet collaborative learning environment. A structured reward system provided extra credit and public recognition for participation and achievement, encouraging active engagement and sustained effort throughout the course.

Data Collection Methods

The study employed multiple data collection methods to ensure comprehensive evaluation of strategy effectiveness. The Motivated Strategies for Learning Questionnaire (MSLQ) was administered as both pre-test and post-test measures to assess changes in student motivation levels. The pre-test was conducted at the beginning of the semester to establish baseline motivation levels, while the post-

test was administered following the final assessment to measure changes in both intrinsic and extrinsic motivation.

Academic performance was evaluated through multiple assessment methods including written assignments, essays, class participation, and comprehensive examinations. Students completed critical essays and creative responses that demonstrated understanding of key literary works. Mid-term and final examinations included both objective and subjective questions testing comprehension, analytical skills, and knowledge application. The experimental group participated in group presentations while the control group submitted individual written reports, with assessments based on content quality, critical analysis, and presentation delivery.

Qualitative feedback was collected through semi-structured interviews and focus groups with a purposive subsample of 20 students, equally divided between experimental and control groups. These interviews explored students' perceptions of motivational strategies and their impact on engagement and learning. Focus groups conducted at course completion facilitated discussion of teaching methods, effective strategies, and areas for improvement. Classroom observations documented student participation, enthusiasm, and engagement during individual and group activities, identifying behavioral indicators of motivation such as active discussion, question-asking, and voluntary participation.

Data Analysis

Quantitative data analysis employed descriptive statistics including means and standard deviations to characterize motivation level changes between groups. Independent samples t-tests assessed statistical significance of differences in motivation and academic performance between experimental and control groups. Analysis of variance (ANOVA) examined performance differences based on specific motivational strategies to identify the most effective individual components of the integrated approach.

Qualitative data from interviews and focus groups underwent thematic analysis following established protocols. Interview transcripts were systematically coded to identify recurring themes related to student experiences with motivational strategies and their impact on engagement and learning. Themes such as engagement with literary content, relevance to personal experiences, and collaboration with peers emerged from the qualitative analysis, providing rich contextual understanding of quantitative findings.

Ethical Considerations

All participants provided informed consent after receiving comprehensive information about the study's purpose and procedures. Students were assured that participation was voluntary and would not affect their academic grades or standing.

Confidentiality was maintained through data anonymization, with results reported in aggregate form to protect individual privacy. Participants retained the right to withdraw from the study at any time without penalty, ensuring ethical compliance throughout the research process.

RESULT AND DISCUSSION

The results section presents both quantitative and qualitative data to assess the impact of the motivational strategies applied to the experimental group. The primary outcomes measured include changes in students' motivation levels, academic performance, and their subjective perceptions of the learning process.

Motivation Levels (Pre-Test and Post-Test Results)

The pre- and post-test surveys assessed students' motivation using the Motivated Strategies for Learning Questionnaire (MSLQ). The data showed significant differences between the experimental and control groups in terms of motivation change.

Table 1.
Pre- and Post-Test Motivation Scores

Group	Pre-Test Motivation Score	Post-Test Motivation Score	Change in Motivation (Δ)	p-Value
Experimental Group	55.6	78.4	+22.8	0.001
Control Group	56.2	60.3	+4.1	0.20

The motivation scores of the experimental group showed a substantial increase from 55.6 to 78.4, representing a significant change of +22.8. This change was statistically significant ($p < 0.05$), indicating that the motivational strategies implemented had a strong positive effect on students' intrinsic motivation.

The control group showed a smaller increase in motivation, from 56.2 to 60.3, with a minimal change of +4.1. The difference in motivation between the pre- and post-test for the control group was not statistically significant ($p > 0.05$), suggesting that traditional teaching methods had a limited impact on enhancing motivation.

Academic Performance

Academic performance was assessed based on students' grades from assignments, exams, and presentations. The performance scores were compared between the experimental and control groups.

Table 2
Academic Performance (Grades)

Group	Pre-Test Academic Performance	Post-Test Academic Performance	Change in Performance (Δ)	p-Value
Experimental Group	72.1	85.7	+13.6	0.001
Control Group	73.5	75.2	+1.7	0.24

The academic performance of the experimental group significantly improved, with an average increase of +13.6 points from 72.1 to 85.7. This change was statistically significant ($p < 0.05$), indicating that the motivational strategies implemented not only enhanced motivation but also translated into better academic outcomes.

The control group showed a slight improvement of +1.7 points, from 73.5 to 75.2. This increase was not statistically significant ($p > 0.05$), suggesting that the traditional teaching methods did not have a strong impact on academic performance.

Qualitative Feedback on Motivational Strategies

To complement the quantitative data, qualitative feedback was collected through interviews and focus groups. Students' opinions were gathered regarding the effectiveness of the motivational strategies employed in the experimental group.

Table 3.
Qualitative Feedback on Motivational Strategies

Motivational Strategy	Positive Feedback (%)	Negative Feedback (%)
Inquiry-Based Learning	82	18
Collaborative Learning	76	24
Multimedia Integration	90	10
Real-World Connections	85	15
Gamification	70	30

Based on the table above, several points are known as follows:

1. Inquiry-Based Learning: 82% of students provided positive feedback on inquiry-based learning, praising its ability to foster curiosity and engagement. However, 18% felt it was challenging due to the open-ended nature of the questions.
2. Collaborative Learning: 76% of students appreciated collaborative learning for encouraging group discussions and deeper analysis of literary works. However, 24% mentioned that it sometimes led to uneven participation among group members.
3. Multimedia Integration: 90% of students had a positive response to multimedia integration. Students found it particularly useful in understanding the historical and cultural context of the literature. Only 10% had concerns about the overuse of technology.

4. Real-World Connections: 85% of students reported that relating the literature to contemporary issues and personal experiences increased their motivation and engagement. 15% felt that some topics were less relevant to their lives.
5. Gamification: 70% of students enjoyed the competitive aspect of gamification, which motivated them to participate actively. However, 30% found it distracting and felt it detracted from the depth of learning.

Classroom observations during the study showed that the experimental group was more engaged in discussions, asking more questions and showing increased interest in the literary works. In contrast, the control group exhibited less active participation, with students generally waiting for the instructor to guide the conversation. The experimental group also demonstrated a higher level of enthusiasm during group activities and when working with multimedia tools.

Discussion

The results of this study clearly demonstrate that the motivational strategies applied to the experimental group were effective in enhancing both students' motivation and academic performance in Uzbek literature education.

1. The Relationship between Motivation and Academic Performance

The results showed a significant increase in student learning motivation in the experimental group that received the integrated motivational strategy treatment, with an increase in motivation score of 22.8 points ($p < 0.001$) compared to the control group which only experienced an increase of 4.1 points. These findings are in line with the Self-Determination Theory (SDT) developed by Deci and Ryan (2000), which emphasizes the importance of intrinsic motivation in the learning process. SDT explains that intrinsic motivation increases when three basic psychological needs are met: competence, autonomy, and social connectedness. The inquiry-based learning strategies applied in this study provide students with the opportunity to develop a sense of competence through independent exploration of literary works, while collaborative learning facilitates the need for social connectedness through interaction with peers.

A significant increase in academic achievement in the experimental group (13.6 point increase, $p < 0.001$) supports the SDT proposition that high intrinsic motivation will have a positive impact on learning outcomes. Deci and Ryan (2000) state that individuals who are intrinsically motivated will show deeper engagement, greater perseverance, and better quality of learning. This can be seen from classroom observations that showed students' active participation in discussions, an increase in the frequency of questions asked, and higher enthusiasm in group activities in the experimental group compared to the control group.

2. Social Constructivism and Collaborative Learning

The application of collaborative learning strategies in this study showed high effectiveness, with 76% of students giving positive feedback to this approach. These findings confirm Vygotsky's (1978) theory of social constructivism which emphasizes the role of social interaction in the construction of knowledge. According to Vygotsky, learning occurs through the internalization process of socially mediated external activities. In the context of Uzbek literary learning, students not only analyze texts individually, but also construct understanding through group discussions, interpretation exchanges, and joint presentations.

The concept of Zone of Proximal Development (ZPD) proposed by Vygotsky is also reflected in the results of this study. ZPD is defined as the distance between the actual level of development determined by the ability to solve problems independently and the level of potential development that can be achieved through problem-solving with the help of adults or through collaboration with more capable peers. Collaborative learning in this study allows students to learn from peers who have different understandings or perspectives, thus facilitating the achievement of their maximum potential in understanding literary works.

3. Multimedia Theory and Technology Integration

The multimedia integration strategy received the most positive response from students (90% positive feedback), which is in line with the Cognitive Load Theory developed by Sweller (1988) and the Multimedia Learning Theory by Mayer (2005). Mayer asserts that learning is more effective when information is presented in a verbal and visual format simultaneously, as this allows the processing of information through different cognitive pathways. In the context of literary learning, the use of video, audio, and interactive platforms helps students visualize the historical and cultural context of the literary works studied, making abstract concepts more concrete and easy to understand.

The Dual Coding theory put forward by Paivio (1986) is also relevant in explaining the effectiveness of multimedia integration. This theory states that information is processed through two independent but interacting systems: the verbal system and the visual system. When students access literary materials through written text (verbal system) and at the same time through videos or multimedia presentations (visual systems), there is a strengthening of memory and deeper understanding. This can be seen from a significant increase in academic achievement and more active participation in class discussions.

4. Gamification and Behaviorism Theory

Although gamification strategies show relatively lower effectiveness than other strategies (70% positive feedback), they still make a positive contribution to students'

motivation to learn. This can be explained through the theory of behaviorism which emphasizes the role of reinforcement in shaping behavior. Skinner (1953) stated that behaviors followed by positive consequences will tend to be repeated, while behaviors followed by negative consequences will tend to be avoided. The point system, class competition, and recognition of achievements applied in this study serve as positive reinforcement that encourages students to actively participate in learning.

However, the finding that 30% of students gave negative feedback to gamification shows that there are limitations in the application of behaviorism theory in the context of literary learning. This is in line with criticism of behaviorism that states that excessive focus on external rewards can reduce intrinsic motivation. Deci, Koestner, and Ryan (1999) in their meta-analysis showed that external rewards can reduce intrinsic motivation, especially when the activity is initially attractive to the individual. In the context of literary learning, some students may feel that gamification reduces the depth of analysis and aesthetic appreciation of literary works.

5. Situated Learning Theory and Real-World Connections

The strategy of linking literary material with contemporary issues and students' personal experiences received a positive response from 85% of students, which supported the Situated Learning Theory developed by Lave and Wenger (1991). This theory emphasizes that learning is most effective when it takes place in a context that is relevant to the learner's life. In this research, students not only study literary works as historical artifacts, but also explore their relevance to contemporary issues such as identity, social justice, and cultural heritage.

The concept of legitimate peripheral participation put forward by Lave and Wenger is also reflected in the findings of this study. Students not only become passive recipients of information about literature, but become active participants in learning communities that analyze and interpret literary works in the context of their lives. This is evident in students' increased involvement in class discussions and their ability to make meaningful connections between literary themes and their personal experiences.

6. Theoretical and Practical Implications

The results of this study provide empirical support for an eclectic approach to literary learning that integrates various learning theories. There is no single theory that can explain the complexity of the literary learning process, but a combination of different theoretical approaches can provide a more comprehensive framework. SDT provides a basis for understanding motivational aspects, social constructivism explains the process of knowledge construction through social interaction, multimedia theory explains the effectiveness of technology integration, behaviorism provides insight into the role of reinforcement, and situated learning theory emphasizes the importance of context in learning.

The findings of this study also suggest that effective motivational strategies in literary learning must take into account the unique characteristics of this discipline. Literature as an art form that involves interpretation, aesthetic analysis, and cultural appreciation requires a different approach than technical or scientific subjects. Strategies that place too much emphasis on external rewards (such as gamification) may be less appropriate, while strategies that facilitate deep exploration and personal connections (such as inquiry-based learning and real-world connections) show higher effectiveness.

CONCULSION

This study aimed to explore the impact of motivational strategies on enhancing students' learning motivation and academic performance in Uzbek literature education. The results indicate that the use of inquiry-based learning, collaborative learning, multimedia integration, real-world connections, and gamification significantly improved both motivation and academic outcomes for students in the experimental group. The combination of these strategies fostered a more interactive, student-centered learning environment that encouraged engagement, curiosity, and active participation. Students in the experimental group showed a substantial increase in motivation, academic performance, and overall satisfaction with the learning process compared to those in the control group who were taught using traditional methods.

The findings suggest that motivation plays a critical role in the learning process, particularly in literature education, where abstract and complex concepts may otherwise disengage students. By employing strategies that make learning more dynamic, relevant, and engaging, educators can enhance students' intrinsic motivation, leading to better academic performance and a more meaningful learning experience. However, the study also highlighted that not all strategies work equally for every student; for instance, gamification, while motivating for many, did not resonate as strongly with all participants.

Future research could investigate the long-term effects of these motivational strategies on students' academic performance and motivation across different subject areas and educational contexts. Additionally, further exploration into how individual learning styles and preferences affect the effectiveness of these strategies would be valuable for optimizing their implementation in diverse classroom settings.

REFERENCES

Arnold, B. J. (2014). Gamification in education. *Proceedings of the American Society of Business and Behavioral Sciences, 21*(1), 32–39.

Caponetto, I., Earp, J., & Ott, M. (2014). Gamification and education: A literature review. In *European Conference on Games Based Learning* (Vol. 1, p. 50).

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin, 125*(6), 627–668. https://doi.org/10.1037/0033-2909.125.6.627

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Hamari, J., Xi, N., Legaki, Z., & Morschheuser, B. (2023). Gamification. In *Proceedings of the 56th Hawaii International Conference on System Sciences* (p. 1105). https://researchportal.tuni.fi/files/88699154/Introduction_to_the_Minitrack_on_Gamification.pdf

Hamjah, S. H., Ismail, Z., Rozali, R. M. R., & [lengkapi penulis terakhir]. (2011). Methods of increasing learning motivation among students. *Procedia - Social and Behavioral Sciences, 18*, 138–147.

Hootstein, E. W. (1994). Enhancing student motivation: Make learning interesting and relevant. *Education, 114*(3).

Huang, W. H.-Y., & Soman, D. (2013). *Gamification of education* (Report series: Behavioural economics in action). Rotman School of Management, University of Toronto.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

Mayer, R. E. (Ed.). (2005). *The Cambridge handbook of multimedia learning*. Cambridge University Press.

Paivio, A. (1986). *Mental representations: A dual coding approach*. Oxford University Press.

Piaget, J. (1976). Piaget's theory. In B. Inhelder, H. H. Chipman, & C. Zwingmann (Eds.), *Piaget and his school* (pp. 11–23). Springer.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68

Sailer, M., & Homner, L. (2020). The gamification of learning: A meta-analysis. *Educational Psychology Review, 32*(1), 77–112. https://doi.org/10.1007/s10648-019-09498-w

Schiefele, U. (2012). The role of interest in motivation and learning. In J. M. Collis & S. Messick (Eds.), *Intelligence and personality: Bridging the gap in theory and measurement* (pp. 163–193). Psychology Press. https://doi.org/10.4324/9781410604415-12

Skinner, B. F. (1953). *Science and human behavior*. Macmillan.

Stott, A., & Neustaedter, C. (2013). *Analysis of gamification in education* [Technical report]. Simon Fraser University.

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning.

Cognitive Science, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Zimmerman, B. J., & Schunk, D. H. (2011). Motivation and achievement. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and learning: Theory and research* (pp. 1–12). Lawrence Erlbaum Associates.