

## **THE POTENTIAL IMPACT OF KAHOOT ON STUDENT ENGAGEMENT AND LANGUAGE ACQUISITION.**

Axmadjonova Shahnoza Tolibjon qizi

FSU, EFL teacher of English Philology Department

[st.axmadjonova@pf.fdu.uz](mailto:st.axmadjonova@pf.fdu.uz)

**Annotation:** The exploration of Kahoot's features and functionalities, coupled with strategies for creating engaging quizzes, offers practical guidance for educators seeking to leverage technology in their classrooms. The implementation provides concrete examples, showcasing how Kahoot can be seamlessly integrated into English language lessons, thereby enhancing the quality and effectiveness of instruction.

**Key words:** web service, modern technology, interactive approaches, online platform, student engagement and motivation.

The Kahoot web service emerges as a compelling option. Developed as a game-based learning platform, Kahoot transforms the traditional assessment model into an interactive and enjoyable experience [1]. It allows educators to create quizzes, surveys, and discussions that challenge students in a gamified format, fostering active participation and immediate feedback. The integration of Kahoot into the English language classroom holds the promise of not only assessing language proficiency but also enhancing the overall learning experience.

Furthermore, the examination of student engagement and motivation in the context of Kahoot contributes to the broader discourse on effective teaching strategies. Understanding the impact of gamified assessments on student attitudes and participation can inform educators about best practices for creating an inclusive and dynamic learning environment.

As we delve into the potential benefits and challenges associated with Kahoot, this research aims to guide educators in making informed decisions about the adoption of technology in their classrooms. By presenting a nuanced view of both the advantages and considerations, this paper empowers educators to make strategic

choices that align with their teaching objectives and the unique needs of their students.

In the contemporary landscape of education, the fusion of technology and pedagogy has given rise to innovative tools and platforms that transform traditional teaching methods. One such standout in the realm of game-based learning is Kahoot, a dynamic and interactive platform designed to engage learners through gamified assessments. This introduction delves into the foundational aspects of Kahoot, shedding light on its purpose, design, and key features that position it as a potent game-based learning tool.

**The Purpose of Kahoot** - At its core, Kahoot was conceived with a mission to revolutionize the learning experience by infusing an element of play into the educational journey. Developed with the understanding that student engagement is pivotal for effective learning, Kahoot seeks to break away from the conventional, often passive, assessment methods. By turning assessments into games, Kahoot aims to make the learning process more enjoyable, interactive, and, most importantly, effective.

**Design and User Interface** - Kahoot boasts a user-friendly and visually appealing interface, creating an immersive experience for both educators and students. The design is centered around simplicity, ensuring that the focus remains on the content and the engagement it generates. Whether accessed through a computer or mobile device, the platform's responsive design facilitates seamless interaction, allowing users to participate in quizzes, surveys, and discussions with ease.

**Key Features of Kahoot [2]. Interactive Quizzes:** The hallmark of Kahoot lies in its ability to transform mundane quizzes into engaging and competitive challenges. Educators can create quizzes covering a spectrum of topics, including language learning, with the flexibility to add multimedia elements, such as images and videos, enhancing the overall learning experience.

**Real-Time Feedback:** Kahoot excels in providing instant feedback, a feature that distinguishes it from traditional assessment methods. As students answer

questions, they receive immediate responses, fostering a sense of accomplishment or highlighting areas for improvement. This real-time feedback loop contributes significantly to the formative assessment process.

As a game-based learning platform, Kahoot stands at the intersection of education and entertainment. Its purposeful design and engaging features have made it a favorite among educators seeking to inject vitality into their classrooms. This introduction provides a glimpse into the fundamental aspects of Kahoot, setting the stage for a deeper exploration of its practical implementation in the context of English language teaching. As we navigate the intricacies of using Kahoot for formative assessment, the spotlight will be on uncovering how this platform can enrich the learning experience, making education not just informative but enjoyable.

Certainly, let's delve further into the multifaceted world of Kahoot as a game-based learning platform [3]. In the fast-paced evolution of education, Kahoot has emerged as a game-changer, redefining the way educators engage and assess students. At its core, Kahoot is more than a digital tool; it represents a paradigm shift in pedagogy, transforming the traditional classroom experience into an interactive and dynamic journey. As we venture deeper into the intricacies of Kahoot, we unravel its design, features, and the profound impact it has on the educational landscape.

One of Kahoot's standout features is its real-time feedback loop. As students answer questions, they receive immediate feedback on their performance. This instant gratification serves dual purposes: it reinforces correct answers and highlights areas for improvement. The feedback loop transforms the assessment process into a dynamic and iterative learning experience.

#### **Reference:**

1. Jennifer Rowsell "Technologies and Literacies in the Curriculum: Digital Literacies and Contemporary Learning" by. (2013) - 272 pages.
2. Carol A. Chapelle "Teaching English with Technology".2003 - 478 pages

3. Carol A. Chapelle. "Using Technology in Foreign Language Teaching".2003 - 312 pages
4. Muzaffarovna, A. N., &Qizi, A. S. T. (2020). Characteristic features of word formation of a newspaper article in English and Uzbek languages. Проблемы современной науки и образования, (2 (147)).
5. Axmadjonova, S. (2022). INGLIZ VA O ‘ZBEK TILIDAGI GAZETA MAQOLALARIDA SO ‘Z YASALANISHNING XARAKTERIK XUSUSIYATLARI. *Science and innovation*, 1(B8), 155-159.
6. Muzaffarovna, A. N. (2020). Akhmadjonova Shakhnoza Tolibjon Qizi Characteristic features of word formation of a newspaper article in English and Uzbek languages. *Проблемы Науки*, (2), 147.