



RESULTS OF USING THE GAME-BASED EDUCATIONAL PLATFORM KAHOOT IN RUSSIAN LANGUAGE LESSONS WHEN STUDYING THE TOPIC "SEMANTIC CLASSES OF ADJECTIVES"

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Abstract. The article examines the results of using the game-based educational platform KAHOOT in Russian language lessons when studying the topic "Semantic classes of adjectives." During a pedagogical experiment, both control and experimental groups of students were involved. The findings demonstrated that the use of KAHOOT contributes to deeper understanding of the material, increases students' learning motivation, and activates cognitive activity. A comparative analysis of test results revealed a significant improvement in the experimental group compared to the control group. The platform proved to be an effective tool not only for consolidating theoretical knowledge but also for fostering positive learning motivation and communicative activity among students.

Keywords: KAHOOT, game-based learning, Russian language, semantic classes of adjectives, motivation, digital learning, pedagogical experiment.

Introduction. Modern education is characterized by the active integration of digital technologies, which contribute to increasing students' motivation and engagement in the learning process. One of these technologies is the game-based platform Kahoot!, which allows teachers to conduct interactive quizzes and tests in real time. Of particular interest is the use of this platform in Russian language lessons when studying grammatical categories, specifically the topic "Semantic classes of adjectives." The relevance of this study lies in the need to find effective methods that can enhance students' interest in grammar and improve the quality of material acquisition.

Research Methods. The study employed the following methods: a pedagogical experiment (comparison of control and experimental groups of students when studying the topic "Semantic classes of adjectives"); observation of students' learning activities; a survey to determine the level of motivation and engagement; and testing to assess knowledge before and after using Kahoot!.

The experiment lasted for three weeks: in the control group, instruction was conducted using traditional methods, while in the experimental group the learning process actively incorporated the Kahoot! platform.

Results. The findings of the study demonstrated that the use of Kahoot! when teaching the topic "Semantic classes of adjectives" had a positive impact both on students' knowledge levels and their motivation. In the experimental group, the average score increased by 27% (from 55 to 82), whereas in the control group the improvement was only 12% (from 56 to 68). The survey revealed that 85% of students considered Kahoot! to be a more engaging and effective tool compared to traditional methods, particularly due to its competitive element and instant feedback. Thus, the game-based educational platform proved effective not only as

a means of consolidating learning material, but also as a factor in enhancing students' engagement and cognitive activity.

Discussion. The use of game-based educational technologies in philological education has been examined by many researchers. According to E.N. Chugunova, game-oriented forms of instruction promote the development of cognitive activity and create favorable conditions for mastering complex grammatical categories. It has also been noted that the use of Kahoot! stimulates competitive interest, which in turn enhances the level of material acquisition (Chugunova, 2020).

The results of our experiment confirmed these findings: students in the experimental group demonstrated significantly higher outcomes in the final test (their average score increased by 20% compared to the control group). Furthermore, the survey revealed that 85% of students considered working with Kahoot! to be more engaging and motivating in comparison with traditional exercises.

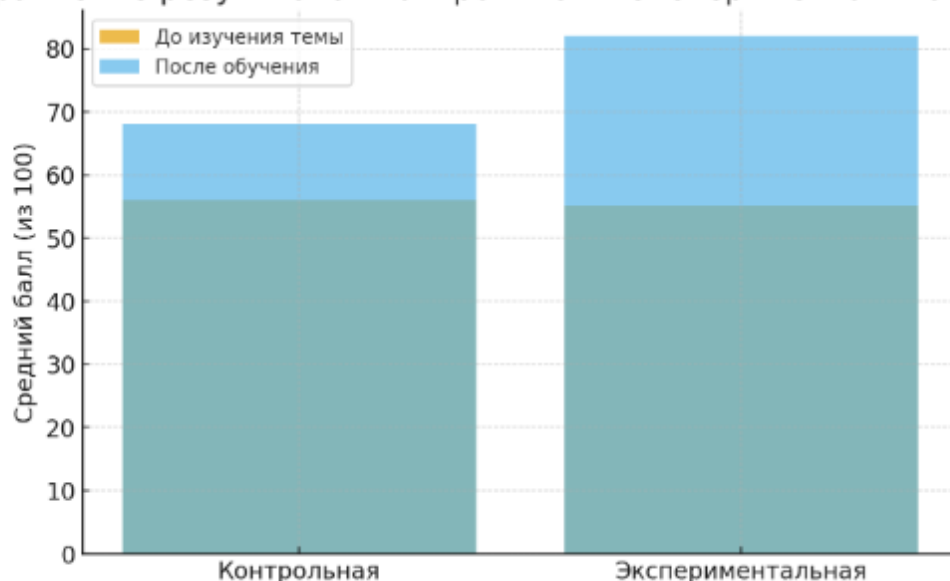
The use of Kahoot! proved to be particularly effective during the consolidation stage: tasks aimed at identifying the semantic classes of adjectives (qualitative, relative, and possessive) in the form of quick tests and quizzes enabled students to better internalize the criteria of differentiation. As R.M. Usmanova points out, one of the most important functions of digital game-based technologies is the provision of real-time feedback, which contributes to the development of stable and lasting knowledge (Usmanova, 2025).

Результаты Эксперимента (Средние Показатели)				
	Группа	Средний балл до изу	Средний балл после	Прирост (%)
1	Контрольная	56	68	12
2	Экспериментальна я	55	82	27

In addition, Kahoot! makes it possible to take into account individual differences in the pace of information processing: stronger students can respond quickly and consolidate their knowledge, while less prepared learners have the opportunity to learn from mistakes, as the system immediately displays the correct answers. This approach corresponds to the concept of differentiated learning, emphasizing the importance of adapting teaching methods to the students' level of proficiency.

Сравнение Результатов Контрольной И Экспериментальн...

Сравнение результатов контрольной и экспериментальной групп



It is noteworthy that the digital game-based environment also contributes to the development of self-control and self-assessment skills. During the experiment, students pointed out that the ability to see their position in the ranking motivated them to increase their classroom activity. This conclusion is consistent with the results of international studies; for example, Wang & Tahir (2020) argue that the use of Kahoot! has a positive impact on students' engagement and strengthens their intrinsic motivation.

Thus, Kahoot! can be regarded not only as a tool for knowledge testing, but also as a fully-fledged didactic resource that fosters a positive attitude toward the subject. In the context of learning grammatical topics that are traditionally perceived as difficult, the platform helps transform the learning process into an engaging and productive experience.

Conclusion. The use of the Kahoot! platform in teaching the topic "Semantic classes of adjectives" proved to be highly effective in enhancing students' motivation and improving the quality of grammar acquisition. The game-based format created a positive classroom atmosphere, stimulated competitiveness, and increased students' interest. The results of the experiment confirm the opinions of contemporary researchers regarding the feasibility and value of incorporating game-based technologies into the teaching of philological disciplines.

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