Academicia Globe:
Inderscience Research

ISSN: 2776-1010 Volume 4, Issue 10, Oct. 2023

GAME-BASED LEARNING PLATFORMS

Saifullayeva Gulhayo Ikhtiyor kizi
Associate Professor of Navoi State Pedagogical Institute

Rashidova Nilufar Normurod kizi
Graduate Student of Navoi State Pedagogical Institute

Annotation:
Today the educational paradigm is changing. Leading foreign universities are also increasingly introducing variative (hybrid form) educational trajectories, distance courses and teaching technologies. The impact of the COVID-19 pandemic has radically changed the traditional higher education landscape. The development of information and communication technologies ushered in a period of fundamental changes in human marriage. Modern technologies have brought a number of new approaches and views to the educational system, among all areas. This process requires continuous improvement of methods and resources in educational institutions. The improvement of the educational system, in particular, the organizational and legal mechanisms of distance education, is also among the top priorities for the development of digital infrastructure.

Keywords: credit-module, system, student, transparency, formation.

Higher education institutions have begun to implement novel approaches, ranging from the use of modern technologies in auditoriums to the organization of Public-style open online courses, in order to increase the coverage of students participating in classes. Today, due to real reality, the organization of training processes in the world's higher education institutions through online platforms has become an urgent demand. They include Zoom platform, gamification (game-based learning platforms), cloud (cloud), and mobile platforms. Such platforms, first of all, provide an opportunity for students to get an education in a completely new look, that is, in a virtual environment. According to UNESCO, the number of people wishing to receive education worldwide is higher than the number of places in educational institutions. As of 2025, the number of students is 165 million. an increase of another 98 million compared to. In meeting this demand, which is increasing from year to year, the online form of education can be an effective solution to the problem. Online education has expanded the ability for people to adapt to a rapidly changing world, to apply the knowledge gained, and to facilitate the acquisition of knowledge. The effective use of these online platforms in ensuring the implementation of the task of step-by-step transition from education aimed at obtaining theoretical knowledge to the formation of practical skills in the educational programs established in the concept of development of the higher education system of the Republic of Uzbekistan until 2030 can give positive results to the educational process.

"Kahoot!"is a game-based online education platform widely used in higher education institutions, and the web platform provides a complex of games with different views. "Kahoot!"can be widely used in the process of testing student knowledge. "Kahoot!"is a platform for team activities where students gather

ISSN: 2776-1010 Volume 4, Issue 10, Oct. 2023

around a common screen. The gameplay is very simple: all players answer questions compiled by the teacher at the same time through their devices. Questions will be shown to students one after the other on the screen. Participants receive points for each correct answer. At the end of the quiz, the screen will display the points scored by all participants while answering their questions. Registration is not required to participate in the game.

Quizzes can be selected from the directory on the site. Also, when creating new quizzes, a professor often performs this task. The answer time for each question is limited to about 30-60 seconds. To use the platform www.kahoot.com it is necessary to enter the site and register to draw up a question. Participants are not required to register, only www.kahoot.it entering the site will enter the pin code of the test questions provided by the professor. The pin code of questions compiled by the Professor is shared with participants through various social networks. Today “ " Kahoot!” online platform includes educational institutions from Karlsruhe Institute of Technology (Germany), luvain Catholic University (Belgium), the University of Vienna (Austria), Cambridge University, Oxford University, University College of London (UK), Zurich Higher Technical School (Switzerland), Royal College London, Edinburgh University, Manchester University, Royal College London (UK), Bristol University (UK), Copenhagen University (Denmark), Munich Technical University, Heidelberg University (Germany), Zurich University, Lausanne Federal Polytechnic School (Switzerland), University of Munich (Germany this advanced methodology is widely used in its educational processes

“Mentimeter!"A popular educational platform with more than 150 million users, created by a Swedish company. It has been widely used in lecture sessions of many leading foreign higher education institutions. The app also focuses on online collaboration for the education sector, allowing students or community members to answer questions anonymously. The app allows users to make presentations and requests at classes, meetings, meetings, conferences and other group events, as well as exchange real-time views on a mobile phone through mental attacks. Currently “ " Mentimeter!"It is one of the fastest growing startups in Sweden with more than 20 million active users. The company was also ranked 10th out of 16 companies in the 20 fastest growing 500 startup collections. In the 2018 edition of the "Dagens Industri DiGasell" award, it was ranked as the fastest growing company in Switzerland. To use the platform www.mentimeter.com it is necessary to register to access the site and draw up a question. Participants are not required to register, only www.menti.com they answer the question by entering the code given from the teacher's side by going to their site.

References

1. Bakhreddinovna, G. M. (2020). The interactive methods and principles of foreign language teaching. *International Journal on Integrated Education*, *3*(1), 77-79.

2. Ганиханова, М. Б. (2019). Методика обучения английскому языку студентов технического направления на основе медиатехнологий. *Проблемы современной науки и образования*, (1 (134)), 60-63.

ISSN: 2776-1010 Volume 4, Issue 10, Oct. 2023

3. Khalismatov, I., Zakirov, R. T., Zakirov, A. A., & Ganikhanova, M. B. (2020). Features of the operation of watering gas wells in the Shimoliy Berdakh field. *International Journal of Advanced Research in Science, Engineering and Technology*, *7*(12), 15932-15936.
4. Ganikhanova, M., Saydikramova, U., & Khamraeva, N. (2020). Features Neoteric Of Teaching Foreign Languages Making Use Of Hi-Tech Technologies For Students Of Polytechnic Higher Education Establishments In The Republic Of Uzbekistan. *International Journal of Scientific and Technology Research*, *9*(4), 3220-3225.
5. Ganikhanova, M. (2018). ISSUES OF LINGUISTICS. *Интернаука*, (7-2), 30-31.
6. Ganikhanova, S. (2018). To The Study Of History And Theory Musical Applied Genres. *Eurasian music science journal*, (1), 1-6.
7. Ganihanova, M. B. (2021). ORGANIZATION AND IMPLEMENTATION OF THE ORGANIZATION OF PEDAGOGICAL EXPERIMENTS. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES*, *2*(12), 130-133.
8. Ганиханова, М. (2021). A model of teaching english to students of technical universities based on media technologies. *Общество и инновации*, *2*(11/S), 210-214.
9. Ганиханова, М. (2021). Methodological support of training future engineers based on media technologies. *Общество и инновации*, *2*(11/S), 215-219.
10. Isomov, M. M., & Shomurodov, K. E. (2020, May). Peculiarities of rehabilitation of pregnant women with inflammatory diseases of maxillofacial area. In *International scientific-practical conference" Modern aspects of complex dental rehabilitation of patients with maxillofacial defects" May* (pp. 21-22).
11. Исомов, М. М., & Шомуродов, К. Э. (2020). Особенности реабилитации беременных женщин с воспалительными заболеваниями челюстно-лицевой области. In *современные аспекты комплексной стоматологической реабилитации пациентов с дефектами челюстно-лицевой области* (pp. 72-76).
12. Шомуродов, К., Курьязова, З., Исомов, М., Мукимов, И., & Файзиев, Б. (2017). Совершенствование хирургического лечения переломов нижней стенки орбиты. *Stomatologiya*, *1*(2 (67)), 78-80.
13. Шомуродов, К. Э., & Исомов, М. М. (2021). Социальные проблемы профилактики стоматологических заболеваний у женщин репродуктивного возраста. In *Менеджмент в здравоохранении: вызовы и риски XXI века* (pp. 180-183).
14. Исомов, М., Шомуродов, К., & Олимжонов, К. (2020). Мониторинг стационарной и амбулаторной реабилитации беременных женщин с воспалительными заболеваниями челюстно-лицевой области. *Stomatologiya*, *1*(2 (79)), 21-24.
15. Исомов, М. М., & Олимжонов, К. Ж. (2020). Профилактика стоматологических заболеваний у женщин репродуктивного возраста. In *Актуальные вопросы диагностики и лечения новой коронавирусной инфекции* (pp. 11-14).

ISSN: 2776-1010 Volume 4, Issue 10, Oct. 2023

16. Shomurodov, K. E., Kuryazova, Z. K., Isomov, M. M., Mukimov, I. I., & Fayziyev, B. R. (2017). Improvement of surgical treatment of fractures of the inferior orbit wall. *J Stomatologiya–2017*, *2*, 78-80.
17. Isomov, M. M., Shomurodov, K. E., Olimjonov, K. J., & Azimov, I. M. (2020). Features of etiopathogenesis and the course of inflammatory processes of periapical tissues in women during pregnancy. *Биомедицинаваамалиётжурнали.–2020.–№ SI-2.–С*, 833-838.
18. Shomurodov, K. E., & Isomov, M. M. (2021). Cytokine profile of blood plasma and oral fluid in pregnant women with odontogenic inflammatory diseases. *Central Asian Journal of Medical and Natural Science*, *2*(3), 118-122.
19. Мусаев, Ш., Шомуродов, К., & Исомов, М. (2020). Частота и характеристика переломов нижней челюсти у детей. *Stomatologiya*, (1 (78)), 45-48.