

## **QUIZZZ IN HIGHER EDUCATION: VOCABULARY LANGUAGE LEARNING VIA QUIZZES**

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Learning vocabulary is a crucial skill that helps students master the other two main abilities of reading and writing. According to Graves and Watts-Taffe (2008), students' vocabulary knowledge should be enhanced first in order to achieve the high reading levels required for success in school and beyond. Dalton and Grisham (2011) feel that students' vocabulary learning can be improved by using digital tools and media that are widely available in practically every school.

The rapid rise of ICT (Information and Communication Technologies) has challenged teachers' thinking styles in order to better the global perspective of education, according to Nomass (2013). In fact, ICT has changed the educational landscape (Azmi, 2017). As a result of the rapid rise of ICT, learning has experienced a revolution. Technological improvements in education have resulted in new teaching and learning methods and media. In today's learning environment, teachers and students are confronted with new challenges, mostly IT (Information Technology) that can be accessed via mobile devices (Hernandez, 2017). Traditional ways of teaching vocabulary are no longer favoured by students, prompting educators to use available internet technologies to bridge the educational gap and improve students' vocabulary learning.

The rapid advancement of technology has resulted in an increase in the number of online tools available for language teaching and study. On the basis of internet-based resources that are presently available and free to use, online tools that can be utilized in language education in the classroom have been divided into 12 categories (Son, 2011). Learning Management Systems/Content Management Systems such as Moodle, Drupal, and Joomla, according to Son (2011), are instruments for planning, executing, and evaluating language learning. The second category includes communication and tools for voice texting and video conferencing, such as Messenger, Gmail, and Skype. The next category is Live and Virtual World, which includes tools like ActiveWorld, WiZiQ, and Wimba Classroom for running live meetings. The fourth area is social networking and bookmarking, which includes tools like Facebook, Twitter, and Myspace for saving and sharing information. Next, Edmodo, Penzu, and WordPress.com are collaborative language learning systems that fall under the category of blogs and wikis. In addition, tools like Prezi, Animoto, and SlideRocket can be used to convey information under a creative way in the presenting area. The sixth area is resource sharing, which includes Google Docs, Slideshare, and YouTube as platforms for sharing data. Website creation is the ninth category, and it enables you to construct your own learning webpages with tools such as Webnode, SnapPages, and KompoZer. Then there are web search engines. Online tools like Yahoo, Bing, and Google are used to search for material in this category. Dictionaries and concordancers are Son's eleventh type of internet resources. Language reference tools such as YourDictionary.com, Merriam Webster Online, and Forvo fall under this category. Utilities are the final category. Doodle, Storybird, and SurveyMonkey are examples of active language tools in this area.

There have been many previous studies that have discussed and reported on the use of countless online tools in language learning, but there have only been a few recent studies on how effective online tools are in vocabulary learning among English learners as a whole, as well as the challenges that English learners and teachers face when using online tools in the classroom. As a result, the following

two research issues were addressed in this review: 1) What are the benefits of using Quizizz to help pupils acquire English vocabulary? 2) What are the difficulties that English learners and teachers experience when using online tools?

Vocabulary knowledge is a crucial component of language proficiency. Students' hearing, speaking, reading, and writing skills in the target language, as well as their overall English language competency, are related to the amount of words they know and how well they know them in terms of quality or depth of word knowledge (Elgort, 2018). According to Ghobadi and Taki (2018), online tools can help learners enhance their vocabulary knowledge by assisting them in the acquisition of new vocabulary items.

Online technologies have been shown to be beneficial and helpful in improving both learners' language acquisition and teachers' teaching methods (Kessler, 2018). This study investigates the usefulness of Quizizz for vocabulary learning. The benefits of online resources in boosting learners' vocabulary learning are numerous, and this review has highlighted how online tools improve learners' vocabulary acquisition through the usage of several key principles. The effectiveness of online tools in enhancing vocabulary learning among English Language learners is reviewed based on motivation in learning, active participation, immediate feedback, and self-regulated learning.

Quizizz is the most extensively utilized assessment platform in schools among the aforementioned assessment platforms. It's an interactive program that makes learning enjoyable. Quizizz is one of several wonderful solutions for organizing class quizzes as a consequence. This program is a fun multiplayer game platform that allows students to set their own speed in the classroom. This is in keeping with Pepen Permana and Irma Permatawati's findings, which claim that Quizizz is a game-based online assessment application that enables for engaging classroom activities.

Several studies have been conducted to determine the efficiency of Quizizz as a learning assessment platform that is both effective and engaging. It is consistently used as an integrated learning evaluation media, an effective alternative medium for teaching a specific subject, an effective alternative medium for improving certain skills in English, bringing a fun, motivating, and attracting delivery, improving students' activeness, increasing students' motivation, and enhancing students' performance.

Quizizz is a gamification educational app that allows students to participate in multiplayer class activities in a game-like environment, investigated whether the Quizizz learning tools could have a good impact on students' learning. It will provide students with satisfaction when they have used it [6]. Quizizz is a potential tool to grab students' attention and effectively communicate with their classmates, with features such as levels, leaderboards, music, themes, and user-friendly interfaces [2]. [7] found that when students used Quizizz, they were more engaged and less distracted when taking quizzes. This is due to Quizizz's UI, which can provide a realistic game setting in a classroom. As a result, students are more focused and enjoy using it. In comparison to Kahoot, a similar educational software with gamified aspects, Quizizz was welcomed by students as a tool for class activities, according to [7].

On Quizizz, you can make quizzes in two ways: You may either create your own quiz from scratch or utilize one from the Quizizz library. Here's how to make a quiz from the ground up: Register for a Quizizz account. Select New Quiz from the Create menu on the left sidebar. Click Next after giving your quiz a name and selecting relevant subjects. Write your questions in the Quiz Editor. Multiple choice, fill-in-the-blank, open ended, draw, slide, and poll are all acceptable formats. Choose your preferred inquiry format and type in your inquiries. To add math equations, use Equation Editor. You may also include pictures in your questions. If you want to record audio for the questions, click the audio icon. Set aside time for each question or the entire quiz. Select Topics from the drop-down menu and enter a quiz topic. This will enable you to organize student performance reports by topic. When you're finished, click Save. Your quiz has been successfully saved to your library. After that the teacher can see the reports of all quizzes' scores on the Report part and export to Excel sheet.

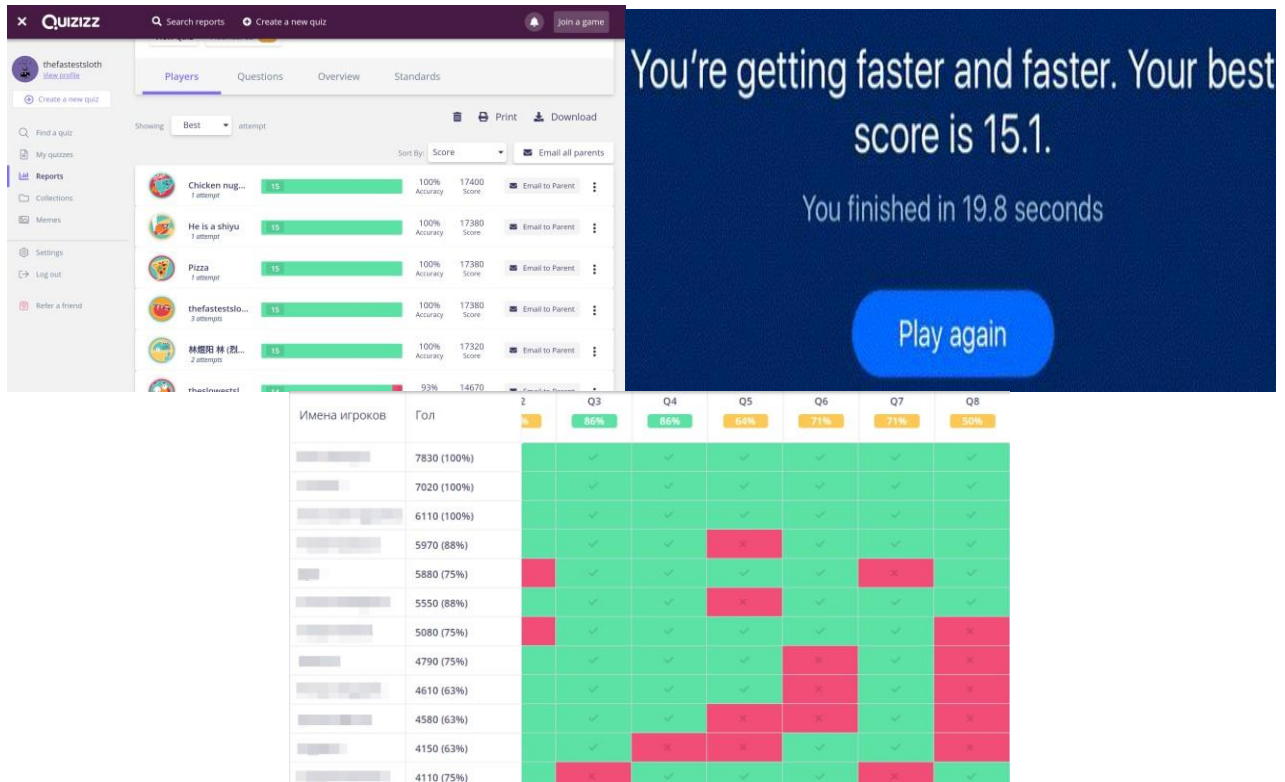


Figure 1. Report of student's scores

In Figure 1, teachers can analyze each student's participation on the Report Section.

ICT has the potential to create a learning dynamic, particularly when it supports gamification characteristics like engagement, achievement ranking, points, and leveling up. As evidenced by the findings, the leaderboard and scoring aspects provided in the gaming environment caught the students' attention. It motivates students to continue learning and participate in their studies. Students can provide feedback based on what they've learned in class by taking Quizziz quizzes, which are especially useful in vocabulary learning.

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UDC 378.147:004.77

## **MOOC ERA IS A NEW STAGE IN THE DEVELOPMENT OF OPEN EDUCATION**

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Today, specialized educational startups are able to perform individual functions of schools and universities more efficiently. They also manage to attract substantial funding from the private sector. Massive open online courses combine a number of advantages over the traditional education system: high-quality content from the world's best universities, flexible schedules, absence or small tuition fees. At the same time, the listener independently chooses courses, determines the learning goals, plans the time, place and duration of classes. That is, the completion of the course depends entirely on the motivation of the listener and the efforts invested.

A massive Open Online Course (MOOC) is an educational resource that provides free access to an unlimited number of listeners to content developed by the world's leading universities or companies. To study at the course, you only need a device with Internet access. The format of the course almost does not provide for positive or negative sanctions, the end of the course depends entirely on the motivation of the listener.

Education is already undergoing unprecedented changes around the world. The very phenomenon of free and open access to high-quality education has a huge driving force, it is possible that online courses will continue to advance, as a result there will be even more MOOCs, other types of open education and approaches to learning. However, there is a need to review existing education structures and policies that hinder innovation. Three key areas in the development of MOOCs and open education have become the subject of controversy and discussion: financing of education institutions; granting of a scientific degree; and quality assurance [1].

For a person of the XXI century, the educational space appears in the unity of three types: an objectively existing educational space, a specially created educational space and a person's personal educational space. The first space is an objectively existing world, the content of which is set by the laws of the existence of mankind. The educational effects of this educational space are not intentional and special, at the same time they have an indirect and sometimes quite important impact on the formation of personality. The second type of educational space is purposeful and intentional in nature due to the selection of content and the obligation to assimilate it, which is fixed in the standards of education at all levels. This "school" effect represents the essence of learning and does not imply the choice and interpretation of the content of education. In the conditions of the modern open information space, it is difficult to subject the learning process of the younger generations to total control. This can explain the emergence of individual educational routes. The third type of educational space is based on freedom of choice of content and technologies, interpretation of content, formation of personal attitude to it. This is a complex process when information can become knowledge as a result of "living", according to Leontiev, the learning process, which in this case becomes self-learning. At