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**KAHOOT CHALLENGE AS EN ELEMENT OF LEARNING ACTIVITY GAMIFICATION DURING DISTANCE LEARNING**

In connection with the forced isolation due to the COVID-19 pandemic, all higher education institutions in the world have faced the problem of the transition to distance learning, and thus the reformatting the knowledge control system of the students and providing them with a new form that will be acceptable for both lecturers and students.

Due to the introduction of the long-term quarantine, lecturers of the Department of Latin and Medical Terminology at Kharkiv National Medical University found themselves in the situation where, among other factors that slowed down and fundamentally changed the usual course of training, it was also necessary to quickly create a high-quality assessment tool, which would fall under a number of the most diverse requirements. For the comfortable work of students, the tool should be accessible and understandable, with a prerequisite for remote functioning, such that in a stressful situation of isolation creates a comfortable and friendly atmosphere for learning. For lecturers these requirements were somewhat different, because the assessment tool has to:

• provide convenient functionality for working with a large amount of material (creating tests from dozens of topics for students of several specialties in different foreign languages);

• provide access to the processing of student work results;

• increase the student performance under the conditions of quarantine;

• promote the student's interest in a new type of work;

• motivate and inspire the student to further work.

It is worth noting that we consider the introduction of digital teaching and control methods not an innovation, but the norm, because it has been proved that the use of these methods in combination with traditional ones makes the learning process more dynamic, productive and much more interesting for students as compared with the classes during which only traditional methods are applied. Therefore, during the teaching Latin and Medical Terminology course we have repeatedly introduced certain elements of the learning activity gamification and created tasks on the basis of the psychology of the game – the desire to enjoy and self-motivation, which encourages the student to new experience and finding new ways to study the material. With the transition to distance learning, the lecturers of the department chose kahoot challenge as an assessment tool.

Kahoot challenge is a game mode of control of students' knowledge. It is created on the basis of the pre-saved module containing various control questions (direct question without answer options, with multiple answer options, yes/no options; collecting the correct answer from its separate parts; writing the answer to the question that appeals to images or videos, etc.). The module is activated and works for a certain period of time set by the lecturer in the settings (from one hour to several weeks).

The Kahoot challenge is built on the elements of the competition, because after each answer the student is shown the overall rating of all players participating in the challenge and his place in this rating. The program also generates student encouragement in the form of comments on correct or incorrect answers.

The Kahoot platform allows you to simultaneously create several tests from one account, so it is an extremely convenient control tool when conducting pairs from the same topics by several lecturers. In addition, on the Kahoot website provides the possibility of feedback for the lecturer in the form of access to a variety of statistics on the completed challenge (the total number of correct and incorrect answers in percentage and quantitatively, the number of correct and incorrect answers of each student, statistics on questions from which you can calculate how long the student thought over the answer etc.).

The options for setting the time for each question individually - from several seconds to several minutes to answer, depending on the nature and complexity of the question are convenient for the lecturers. And also - the ability to create copies of existing modules with two-click questions, which allows you to simplify or complicate the primary version of the game for individual groups.

Of course, the evaluation of the learning outcomes of the students using the kahoot challenge also has disadvantages, which are characteristic, however, for distance learning in general. This is the dependence of the result on the work of technology and access to the Internet and the lack of the possibility of 100% control over the independent passage of games by the student. However, despite these disadvantages, the advantages of working with kahoot challenge are much greater and it can be confidently stated that in such crisis conditions as the transition to long-term distance work during isolation, it is a convenient tool for the evaluation of the student performance. In our opinion, for an objective assessment, one should not focus on one thing and combine the kahoot challenge with traditional control methods, which will significantly diversify the distance work of the lecturer of the higher education institution.

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