AMERICAN JOURNAL OF EDUCATION AND LEARNING
ISSN: 2996-5128 (online) | ResearchBib (IF) = 10.91 IMPACT FACTOR
Volume-4| Issue-5| 2026 Published: |30-05-2026|

USING THE OPPORTUNITIES OF ONLINE TESTING PLATFORMS (KAHOOT, ISPRING) TO ASSESS STUDENTS' KNOWLEDGE IN BIOLOGY AT SCHOOL

https://doi.org/10.8581/zenodo.20141472

Usmonova.Gilshod Ibrohimovna
teacher of Bukhara State University, Bukhara usmonovagulshod@gmail.com
Usmonova Dilnoza Barotovna
teacher of Bukhara State University, Bukhara usmonovadilnoza47@gmail.com
Amonova Sabinabonu Umidovna
student of Bukhara State University, Bukhara sabinaamonova449@gmail.com

Abstract

The article discusses the important role of digital technologies in the modern education system, how the development of information and communication technologies is fundamentally changing the methods of organizing, managing, and controlling the educational process, and how digital technologies allow students to acquire knowledge faster, more conveniently, and effectively. It also discusses pilot research work conducted in 4 th schools in the Vabkent district and the high results achieved using the Kahut Ispring platform.

Keywords

digital technologies, education system, Kahut, Ispring, platform, assessment system, innovative approaches, creativity

INTRODUCTION. By the 21st century, changes occurring in the global educational process, the rapid development of digital technologies, and the widespread application of innovative approaches to the educational process, in turn, create the need for a fundamental renewal of the content and form of pedagogical activity. Currently, issues of improving the quality of education worldwide, guiding students toward independent thinking, a creative approach, and the creation of innovations are considered one of the most pressing tasks. From this perspective, the advantages of using digital technologies and applying various programs to the educational process have attracted everyone's attention.The fact that a number of works are being carried out in this direction in the world is a clear proof of our opinion. For example:

1. Expansion of digital education: UNESCO, OECD, and other international organizations have defined the development of digital pedagogy in the educational

process as a global goal. In particular, the use of multimedia in natural sciences such as biology

2. With the rise of digital technologies, education takes the form of a continuous, individually oriented, flexible, and dynamic process. UNESCO pays special attention to developing 21st-century high-tech educational competencies and skills using modern information and communication technologies.

3. Online platforms and open educational resources.

On platforms such as Coursera, EdX, Khan Academy, and Ted-Ed, knowledge is reinforced through animated biology videos, interactive tasks, and students' personal blogs. This process contributes to the development of independent thinking and creative ideas among young people.

A number of measures in this direction are also being implemented in our country.

1. Digital education policy. In the Strategy of the President of the Republic of Uzbekistan "Digital Uzbekistan - 2030" and the Decrees of the President of the Republic of Uzbekistan on Education, the introduction of digital technologies into the educational process and the use of innovative methods are priorities.

3. Developing students' creativity; Using digital tools in biology:

- Safely performing experiments through virtual laboratories,
- Exchanging views on environmental issues or scientific news through blogs.

The popularization of scientific experiments through videos is being established.

4. National projects and grant programs

- Scientific and startup projects in biology are being supported in Uzbekistan.
- In Youth Technoparks and Innovation Centers, students have the opportunity to present their creative projects related to biology in digital form.

RESEARCH METHODS AND RESULTS. The relevance of this study lies in the fact that today's biology education should focus not only on providing theoretical knowledge but also on increasing students' creativity, forming practical skills, and expanding opportunities for the effective use of digital tools. Therefore, this topic is timely and relevant for modern educational theory and practice. learning to work with Kahoot and iSpring programs is an integral part of the modern educational process and plays an important role in ensuring interactivity, efficiency, and an innovative approach.

Purpose and objectives of the scientific research: The main goal of studying Kahoot and iSpring Suite programs is to organize the educational process in a modern, interactive, and effective manner, strengthen students' knowledge, and develop the teacher's digital competence.

AMERICAN JOURNAL OF EDUCATION AND LEARNING
ISSN: 2996-5128 (online) | ResearchBib (IF) = 10.91 IMPACT FACTOR
Volume-4| Issue-5| 2026 Published: |30-05-2026|

CONCLUSION AND DISCUSSION. Experiments were conducted in 4 th schools in the Vopkent district of the Bukhara region. Since there were 2 classes in every grade in the school, we conducted the experiment in grades A, while grades B were left as control classes. In those classes, we left more traditional lessons than in the experimental ones. And finally, we left it for the purpose of comparing the academic performance of students in both classes. In Kahut, it was used at the end of each lesson in the reinforcement part and at the stage of completing a specific chapter, in the review part. In doing so, we achieved faster and more effective results. Because one of the advantages of the Kahoot platform is that it has high speed and accuracy. Of course, justice is also very important in assessing students' knowledge.

During the experiments, we achieved the following results:

Class	Number of students in classes	Subject	Persent Quality of mastery II quarter in	Percent Quality of mastery III quarter in percent
5 A (Experimental group)	26	Botany	74	80
5 B	25	Botany	73	75
6 A Experimental group)	27	Natural science	72	79
6 B	28	Natural science	74	72
7 A (Experimental group)	25	Zoology	80	84
7 B	27	Zoology	78	80
8 A (Experimental group)	26	Man and his health	76	78
8 B	27	Man and his health	76	76
9 A (Experimental group)	25	Biology	80	84
9 B	24	Biology	82	80

At the end of the experiments, the following positive conclusions were drawn in the experimental groups compared to the control groups;

- high interest in the subject among students;
- interest in independent study is formed;
- Motivation is strengthened through a competitive environment;
- Increased interest in information technologies;

- students developed a desire for active participation;

At the same time, students have developed a desire to learn information technology more effectively and extensively, to use its capabilities effectively, and to study more deeply. Lessons should not remain only in the traditional style, but also breathe with the times, and try to make the lesson more interesting and meaningful. In this case, it is not only the teacher but also the majority of the students themselves who must act.

REFERENCES:

1.Abdurahmonova, N. Pedagogik texnologiyalar va ta'lim jarayonida ularning qo'llanilishi. – Toshkent: Fan va texnologiya, 2018.

2.Abdullayeva, D. Kreativ pedagogika asoslari. – Toshkent: Noshir, 2021.

3. Ahmedov, B. Biologiya o'qitish metodikasi. – Toshkent: O'qituvchi, 2017.

4.Allayarov, S. Pedagogik mahorat va zamonaviy ta'lim texnologiyalari. – Toshkent: Yangi asr avlodi, 2019.

5. Hossaini Z. et al. Direct C–H difluoromethylation of heteroaromatic compounds: emerging methods and developments through 2025 //RSC advances. – 2026. – Т. 16. – №. 23. – С. 21115-21128.

6. Ibrohimovna U. G. et al. MAKTABDA BIOLOGIYA FANINI O 'QITISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH //Modern education and development. – 2026. – Т. 46. – №. 1. – С. 150-154.

7. Ibrohimovna U. G., Abduvohidovna G. G. The Effect OF Mineral Elements on the Growth OF Indoor Plants //World Bulletin of Public Health. – 2022. – Т. 51. – С. 48-49.

8. Muxammedjonovna G. S., Ibrohimovna U. G. Biological End Ecological Properties OF Oil Plants //Galaxy International Interdisciplinary Research Journal. – Т. 12. – №. 3. – С. 673-676.