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textbook developers must carefully consider how to solve the technical, pedagogical, and administrative problems that arise when implementing mobile learning.

Conclusion

Mobile devices offer a unique opportunity to personalize learning and connect locally. Textbook developers should take advantage of these unique characteristics of mobile devices when designing training sessions. This provides the best opportunity to develop countermeasures that correspond to the highest level of SAMR structure. Mobile learning courses that modify or redefine traditional learning activities can use mobile devices to transform learning.

Literature

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GAMING TECHNOLOGIES AS MOTIVATION TO LEARN ENGLISH

Zhaksylykhkyzy Kuralai

kuralai.zhaksylyk@bk.ru

4-year student with a major in “Foreign Language: Two Foreign Languages”,

L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

Scientific supervisor – F.R. Avazbakiyeva

Introduction

Gaming technology is a learning method based on various types of games. Game technologies help not only to organize the learning environment, but also to activate and increase the interest of students in the lesson. One of the positive aspects of the use of gaming technologies in the classroom is its fascination, because instead of monotonous memorization actions, students try to use the new knowledge they have gained in practice.

Gaming technology has a huge role in English lessons. The use of game technologies in English lessons increases students’ interest in the subject, that is, it helps to positively motivate the student to learn English. And motivation, in turn, determines the significance of what is learned and assimilated by students, their attitude to learning activities.

Main part

The peculiarity of a foreign language as a subject is that educational activity implies a foreign language communication environment, in the process of which not only knowledge, but also speech skills are formed. Engaging the game as a learning technique is an effective tool for managing learning activities that intensify mental activity, allowing you to make the learning process interesting. The intrinsic value of the game is that it is not carried out under pressure. The game is a manifestation of the desire to act. It opens up new opportunities in the field of intelligence, cognitive activity, creativity, activity [1, p. 5].

The role of the game in English lessons is huge. Gaming technology is a means of activating vocabulary, grammar, practicing pronunciation, developing oral speech skills. Thus, an educational game is a type of activity of students in the classroom, during which educational tasks are solved in a playful way. The game arouses the interest and activity of children and gives them the opportunity to express themselves in an exciting activity for them, promotes faster and more lasting memorization of foreign words and sentences.

The use of the game method of learning contributes to the implementation of important methodological tasks, such as:

- creation of psychological readiness of students for speech communication;
- ensuring the natural necessity of their perennial repetition of language material;
- training students in choosing the right expression option, which is a preparation for situational spontaneity of speech in general.

According to the purpose of using the game, there may be following parts:

- entertaining (conducted to relieve fatigue);
- educational (conducted in order to form, deepen and improve practical skills and language skills, their verification).

The game as one of the methods, firstly, stimulates educational and cognitive activity, secondly, it allows you to use all levels of assimilation of meanings, forms a steady interest in the active study of English, as well as confidence in the successful mastery of it, therefore, the use of gaming technologies in foreign language lessons is an important aspect in motivation and interest, becomes the basis for the development of students' learning skills. But we would like to note that the game has not only motivational functions. The use of game moments in the classroom and in extracurricular activities contributes to the activation of cognitive and creative activity of students, develops their thinking, memory fosters initiative, allows overcoming boredom in teaching a foreign language. Moreover, games develop intelligence and attention, enrich the language and consolidate the vocabulary of students, focus on the shades of their meaning.

According to Zimnaya A.N., the author of the textbook "Pedagogical Psychology" games should first of all be divided by type of activity into:

- physical (motor);
- intellectual (mental);
- labor;
- social;
- psychological games [2, p. 78].

The typology of pedagogical games is extensive by the nature of the game methodology. So, Kolesnikova I.E. points out the most important of the types used:

- subject games;
- mobile with a verbal component;
- plot or situational;
- role - playing;
- games-competitions;
- intellectual games (puzzles, crosswords, chainwords, charades, quizzes and so on);
- interaction games (communicative, interactive) [3].

According to the degree of complexity of the actions performed, all educational games are divided into "simple" (monosituational) and "complex" (polysituational), and consistent with the duration of the conduct, they are divided into long and short inconformity the quantitative composition of the participants, the games are divided into individual, pair, group, team and collective [4, p. 114]. For some students, it is not individual ones that play an immense role, considering by reason of such games they participate into communication, which further helps them to easily and without fear start a conversation, share their thoughts. The educational game fosters a culture of communication and forms the ability to work in a team and with a team, and its skillful use in the classroom causes students to be ready and willing to play and communicate.

As for the actual educational games used in English lessons, according to the goals and objectives of the training, one can distinguish:

- language (aspect) games that help to learn various aspects of the language (phonetics, vocabulary, grammar, syntax, stylistics);
- speech games that are aimed at developing and training communication skills on a particular topic of the lesson.

Language games are divided into phonetic, lexical, grammatical, syntactic, stylistic, respectively. Language games contribute to the activation and actualization of previously acquired knowledge, develop the speech initiative of students.

Games should correspond to the level of preparation of students and be necessary for passing a certain grammatical or lexical material. With the help of the game, pronunciation is well practiced, lexical and grammatical material is activated, listening and speaking skills are developed. It can be used to relieve psychological fatigue; it can be used to mobilize students' mental efforts, to develop their organizational abilities, instill self-discipline skills, and create an atmosphere of joy in the classroom [5, p. 69].

The game is feasible for almost every student. It happens that a student who is weak in language training can become the first in the game: ingenuity and resourcefulness are more important here than knowledge in the subject. A sense of equality, an atmosphere of enthusiasm and joy, a sense of the feasibility of tasks - all this makes it possible for the student to overcome shyness that prevents him from freely using words of a foreign language in speech, reduces the fear of mistakes, and has a beneficial effect on learning outcomes.

The use of various teaching methods contributes to the consolidation of language phenomena in memory, the creation of more persistent visual and auditory images, maintaining the interest and activity of students. The use of games and game situations at the initial stage of learning makes it possible not only to instill in students an interest in the language, but also to more purposefully implement an individual approach to learning, as well as creates a positive attitude to its study, stimulates independent speech-thinking activity of students. Game forms of teaching a foreign language are relevant not only at the initial, but also at the senior stage of learning, as they are dictated by the peculiarities of the development and worldview of older adolescents. In addition, they activate the cognitive processes of students, increase motivation to learn a foreign language.

Gaming technologies help to increase motivation to learn English, create a friendly atmosphere in the classroom, remove the psychological language barrier, offering rather complex information in a simpler and more understandable form. A skillful combination of games of different types makes the English lesson interesting, allows students to be active throughout the lesson, so that the motivation to study the subject does not fade and students achieve high learning results.

Conclusion

The use of gaming technologies is an important aspect in English lessons. Different types of games can be used for different purposes: learning grammar, developing speech abilities, improving pronunciation, and so on. Educational games are a strong motivating factor in the process of learning a foreign language. The game helps to consolidate language phenomena in memory, maintain the interest and activity of students, and the desire of students to communicate in a foreign language. Games help the teacher to enliven the lesson, bring naturalness to educational communication in the foreign language being studied, facilitate the process of mastering language material, and make educational work interesting.

The game is a powerful incentive to master the language. The use of gaming technologies is one of the means of teaching English, gives good results, increases the interest of students in learning the language, concentrates their attention, increases activity. And also introduces an element of rivalry into the lesson, allows you to focus the attention of the children on the main thing – mastering speech skills in the process of a natural communication situation during the game.

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ALTERNATIVE METHODS OF TEACHING A FOREIGN LANGUAGE

Zholdasova Symbat Nurlybekkovna

nurlybekovna04@mail.ru

2-year master's student with a major in "Foreign Language: Two Foreign Languages",

Astana International University, Astana, Kazakhstan

Scientific supervisor – M.Zh. Yeskindirova

Today, education is arguably the most significant factor. A state would not function at all without education if it lacked medical services, computer specialists, political and democratic institutions, commerce, and the economy. The key to one's opportunities and success in life, as well as the power behind societal advancements, is education. Education creates prosperity. Education influences culture, just as it influences political interest and the most crucial viewpoints for future careers. Politics pertaining to education cannot function in an environment where academic achievements are not given enough weight and where it appears that what pupils learn in comparison to students in other states is not essential.

The history of alternative teaching methods begins in the middle of the 20th century, when the first technologies that could be used for educational purposes appeared. One of the earliest mass communication mediums to be utilized for education was television, which was used to broadcast lectures and classes. The earliest distance learning systems, which allowed students to study content outside of the classroom, were created in the 1950s and 1960s. These systems made use of television, radio, and correspondence learning. Computer technology started to be employed in education in the 1980s. There are now instructional computer games, multimedia textbooks, and other tools available [1, P. 1–7.]. With the growth of the Internet in the 1990s, online courses and other types of distance learning started to develop and gained popularity. Currently, thanks to new technologies and academic study in the field of education, alternative teaching approaches are still evolving. They are used in both formal and informal learning, as well as in vocational training. However, despite all the advantages, alternative teaching methods have their drawbacks. For example, they may not be suitable for all students, especially for those who need a lot of personal interaction with the teacher. In addition, not all teaching materials can be presented in electronic format, which limits the possibilities of using alternative teaching methods.

Alternative ways of teaching foreign languages are ones that depart from traditional grammar-based approaches to language learning. These methods place a strong emphasis on contact and conversation as the main objectives of language acquisition.

The key characteristics of alternative methods of teaching foreign languages are:

- Focus on communication: Alternative methods of teaching foreign languages emphasize the development of communication skills over grammar rules.
- Active learning: Learners are actively involved in the learning process, and the teacher takes on a facilitator role rather than a lecturer.
- Authentic materials: Authentic materials, such as videos, songs, and newspapers, are used to help learners develop their language skills in real-life contexts.
- Personalization: Learners' individual needs and interests are taken into account, and instruction is tailored to meet their needs.