

EXPLORING MOBILE APPS FOR ENGLISH LANGUAGE TEACHING AND LEARNING

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The development of modern society is under the influence of information technology, which play an important role in all spheres of humanity, ensuring the dissemination of information around the world. Currently, mobile technologies are developing so rapidly that they have become part of our lives and no one can imagine himself without a computer and a mobile phone. This is reflected not only in everyday life, but also in all spheres of life, including education. It is clear to all of us that learning another language and knowing it well plays an important role in international relations. This means that the language will develop while living with people. The first president of the Republic of Kazakhstan, Nursultan Nazarbayev, said: “Every citizen of Kazakhstan should know three languages. By 2020, the number of the English-speaking population should increase significantly” [1]. Teaching English from the doorstep of school and in higher education has a special status. Consequently, technological progress has a significant impact on the modern way of teaching a foreign language. This entails many innovations and changes in language teaching. Thanks to the use of technology, the educational process becomes much more interesting and effective. Therefore, they provide high information content, visibility, intensity learning and stimulating activity.

Educators and researchers have recognized that introducing new media into educational institutions requires changing learning and teaching models. They believe that new media provide opportunities for personalized learning, provide faster access to learning materials, and allow content to be constantly updated with minimal effort. For example, according to the research of Elena Ivanovna Dmitrieva, the use of multimedia tools helps to embody a personality-oriented approach in teaching, provides individualization and differentiation, taking into account the characteristics of students, that is, their level of learning and inclinations [2]. Following from this, we can say that learning a foreign language with the help of computer programs arouses great interest and motivates learners. For instance, learning English using mobile devices is fast, easily accessible, a fun way to learn English that is gaining popularity with a lot of people. Usually such applications involve continuous learning. Since the mobile device is always at hand, you can easily continue the training course at any time. Unlike classroom instruction, in Mobile-Assisted Language Learning (MALL), there is no need for students to sit in the classroom or at the computer to receive instructional materials. In fact, Mobile-Assisted Language Learning can be considered an ideal language learning solution without barriers in terms of time and place. Moreover, teaching by mobile phones outside of the classroom has the advantage of making better use of the student’s free time [3].

There are many different types of technology that can be classified as mobile. They can be divided into:

1. Portable and personal – mobile phones, tablets, laptops, digital devices.
2. Stationary and public – electronic boards, linguaphone equipment, equipment for video conferencing.

SMS-based learning is another development in the use of wireless technologies in education, in which the recipient receives text messages and supports learning outside the classroom, as well as helps students to benefit from their teacher’s experience with mobile technology. Game-based learning is

another theme for mobile learning, in which teaching materials are designed to be integrated with aspects of the physical environment. In such an environment, learning activities are facilitated by the use of mobile technology, which serves as a link between the real world of knowledge and the visual world of the game. Also, language laboratories are widely used. They expand the ability to master absolutely any English language skills: reading, listening, speaking, grammar, culture speech. Likewise, speech reproduction tools are widely used – electronic dictionaries, audio and video courses.

For mobile learning, the following is characteristic:

1. The teacher of mobile learning will not be able to teach the student what he himself is not able to do.

2. Innovative thinking is a prerequisite for the modernization of education and the introduction of mobile learning.

3. Mobile learning is associated with the practice of using technical teaching aids and the capabilities of information and telecommunication technologies.

Today, computers and Internet technologies have brought undeniable transformations into the study and teaching of foreign languages. Teachers must combine knowledge of information technology with practice or professional knowledge to bring innovation to the classroom. For example, various traditional methods of teaching language skills such as listening, speaking, reading and writing are still important for foreign language teachers. Modern computers make it possible to create new software for educational purposes. Such programs are created for special educational purposes, are widely used at home and work in the study of a foreign language. To teach English to students, the following computerized study programs can be offered: Triple play plus in English, English on holidays, English Gold, Tutor, English Discoveries, Professor Higgins and others. The English discoveries program is an interactive multimedia textbook of the English language. 75% – traditional classes, 25% – classes in a computer lab. The program is a series of twelve CDs for learning English, divided into five main levels. The program covers all four aspects of language proficiency (reading, writing, speaking and listening) with English and real-life situations. Students are given a unique opportunity not only to hear authentic English speech, but also to view interesting illustrations, clips, films, which makes it easier to memorize heard words, phrases, speech situations. Such programs then allow, without any particular difficulty, to independently perform tasks for working out the information listened to.

The effectiveness of the use of new information technologies is as follows:

- general cultural development of learners;
- improving computer skills;
- improving the language level;
- individualization of training (differentiated tasks);
- self-affirmation of students;
- increasing motivation in learning a foreign language (lessons are “in the same breath”);
- aesthetic presentation of educational materials;

Technology has become the expected literacy in higher education and in our society, a universal language spoken all over the world, regardless of profession. In an effort to keep pace with the demands of today’s society and leverage advances in technology, teachers around the world are adopting information and communication technology (ICT) in the classroom to effectively deliver content and meet student needs. ICT stands for Information Communication Technology and includes a set of technological tools and resources used to communicate, and to create, disseminate, store and manage information. Thus, within ICT, there are many information tools that we can include, such as a projector, presentation software (PowerPoint and Prezi), video, conference tools (Skype), blogs (www.edmondo.com, www.wordpress.com), wikis (www.wikispace.com), online dictionaries, interactive books, interactive whiteboards, websites for learning English (<http://learnenglish.britishcouncil.org/en/>), Google, YouTube and even video games.

Computer assisted language learning (CALL) software, CDs and office software applications have become commonplace in many educational institutions. The website as an internet technology is an important tool to facilitate the teaching and learning of foreign languages. Teachers use the Internet as an additional source of authentic listening material, thanks to its fast download capability using MP3 software [4].

In addition to websites, students can access electronic library materials from a distance. The e-library has reduced the congestion of traditional libraries and allows students to obtain library materials even at home. Foreign language teachers can use email to communicate with many students at a distance. Email can be used to send educational materials to students, submit assignments, assessments, and send feedback to student mailboxes.

The use of video provides learners with important elements of verbal communication such as gestures, proxemics, pronunciation, intonation, all embedded in a natural cultural context. And devices such as DVD players, web sources, laser discs and camcorders easily supply them.

Satellite and terrestrial radio broadcasts and television programming offer low-cost access to modern, authentic and potentially culturally rich programming for language learners.

So, having considered the role and advantages of using information technology in the study of foreign languages, it is necessary to note the ability of digital resources that can help implement an individual approach and improve students' skills, as well as contribute to increasing motivation among students and effective assimilation of the material.

The following are the most popular and well-known self-study web pages:

1. Ted ed

TED talks are quite popular and students can find any number of videos related to their topic of interest on this website. Each video is accompanied by a lesson that includes comprehension questions to test understanding, and open-ended questions and links to learn more about the topic. Most of the videos are pretty short, so you can easily watch them twice if you need to, and you can usually find the transcript as well.

2. ESL Lounge

Organized by level, this website has about 25 reading comprehension exercises for each level, where you read a short text and then answer some comprehension questions.

3. Write and Improve

This is a great website for students looking to improve their writing, especially in terms of grammar and spelling. There are different prompts depending on the level you answer and get immediate feedback.

4. Learn English British Council

There is a huge amount of text materials, exercises, videos, audio files, games, professional podcasts and even a special section for self-preparation for the IELTS language exam.

YouTube channels for English learners:

MinooAngloLink – useful grammar lessons.

Dailydictation – American English with short dictation and pronunciation analysis.

Duncaninchina – short videos about everything in English.

EnglishLessons4U – a huge archive of video tutorials on a variety of topics.

In the traditional learning system, the learning environment consists of teaching aids, blackboards and books, the students themselves and the teacher, with the help of which knowledge is acquired. Teachers can expand knowledge of foreign language vocabulary of schoolchildren using mobile applications. Many learning technologies are gradually beginning to be implemented as a tool for learning about the world. This tool is just as powerful that along with it new forms and methods of teaching, a new ideology of global thinking come to educational institutions. It becomes obvious that in modern conditions of a high level of development of information technologies and their

implementation in the educational process, the use of mobile applications can significantly increase the effectiveness of teaching foreign languages and help in organizing lessons. Specialized language mobile applications allow you to speed up and improve the process of learning English. They also help to develop stable language patterns, communication skills, and the rules of English grammar. The use of such mobile applications in the study of English by teachers and students can significantly improve the quality of study of the subject.

Literature

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THE USE OF THE SPEECH SITUATIONS IN THE ENGLISH LANGUAGE CLASSES

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The speech situation is a set of conditions that encourage the expression of thoughts and the use of certain speech material. Any situation is determined by such factors as: the circumstances of reality in which the act of speech communication is carried out (the situation); the relationship between the communicants (the personality of the interlocutor) and their roles; the speech urge or communicative task that the interlocutors want to solve in the course of communication; the implementation of the act of communication itself, which creates new stimuli for speech [1, p. 288].

Situations of social-status relationships are formed in accordance with the social structure of society. In them, students act as representatives of classes (farmer, worker), professional groups (engineer, salesman, driver), public organizations (member of the Green Peace society), age groups (student, pensioner), etc. Social relations that are objective in nature are associated with certain personal characteristics of those who communicate: orientation, worldview, beliefs, ideals, interests, etc., which is used in creating situations. Situations of status-role relations are mostly stereotyped, standardized in nature. In regulated communication, mediated by joint activities, future specialists play roles in such contacts as student – student, student-teacher, athlete-coach, subordinate-manager, etc. Playing such situations can affect the student’s personal qualities. In subjective terms, knowledge, experience, habits, skills, and the ability to do something are correlated with status-role relationships. Situations of relations of joint activity arise in specific forms of activity: educational and cognitive, labor, sports, and artistic. In this interaction, the personal factors correlated with objective types and forms of activity are the motive, goal and conditions of joint activity.

Moral relations permeate all spheres of human life. They are also of fundamental importance for creating situations, because they are constantly manifested in everyday life and are just as constantly