The use of ICT is justified, since it makes it possible to intensify the activities of students, makes it possible to improve the quality of education for children from low-income families, improve the professional level of a teacher, and diversify the forms of interpersonal communication of all participants in the educational process. And also, ICT tools used in modern education make it possible to achieve high results in learning. New technologies make it possible to ensure interaction between teacher and student in the system of open and distance learning. The use of various ICT tools in the educational process can lead to both positive and negative consequences. In the context of the influence of ICT on educational processes, a type of modern teacher is formed, who must not only possess knowledge in the field of information and communication technologies, but also be able to apply them in their own professional activities; – under these conditions, a different type of student is emerging, who cannot imagine his life without a personal computer and the World Wide Web, using the capabilities of modern technologies as information sources. But it is necessary to restrict access to information resources, to create conditions for the creative and research activities of students with different levels of development.

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IMPLEMENTING SPACED REPETITION IN ENGLISH VOCABULARY LEARNING

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To acquire English language a learner must first and foremost learn vocabulary, that is a common knowledge, and yet there are occasions when English teachers neglect that part assuming that their students have to know or learn on their own [1, p. 77]. Provided that according to today’s standards the endurance of school lesson is 40 minutes, those teachers who do not spent the lesson time on teaching vocabulary and instead focus on developing language skills are choosing a reasonable option. But still, without the lexis knowledge it would be impractical for a student to try practicing speaking and writing tasks, likewise impractical for them it would be to try comprehending reading and listening assignments. The compromise to the issue suggested in this paper is to instruct students an effective approach of vocabulary memorization, namely spaced repetition, in a way that they would be able to practice memorizing outside of the classroom time. The technique requires a short amount of time, and thus, can as well be implemented during the lessons.

Although spaced repetition has a lengthy history since its initial revelation in 1885 as a psychological phenomenon by Hermann Ebbinghaus, its application in foreign language (FL) learning

was not developed until a century later. Most widely known methods based on spaced repetition's theory are Leitner and Pimsleur's. Whilst the former utilizes flashcards, the latter one requires audio lessons. Moreover, the enhancement of technology appliance in education served as a catalyst for further augmentation of spaced repetition's use. The abundant number of mobile applications centered on spaced repetition system (SRS) which are advertised as the aid to users in achieving proficiency in a FL in a short period of time demonstrates that (the most widespread of those are Duolingo, Quizlet, Busuu, Memrise, WaniKani and Anki).

The focal point of the approach is the measured out breaks that transition repetitions. The gaps get systematically broadened taking into consideration the increase of Ebbinghaus's forgetting curve. The spaced repetition method evaluates the length of the breaks in a manner that controls the curve not allowing it to be sharper enough to lead to the forgetting [2, p. 397], and yet, produces a sufficient space between breaks that serves as a challenging exercise for strengthening the memory retention of the item that is under revision.

Studies on the topic highlight the significance of retention's role as spaced repetition's distinctive feature, which also challenges a learner's retrieval capability enhancing its efficiency of the memorization outcome. Retention takes place between two sessions of repetition. The effect of memorizing enforces, since distributed revisions create stimulus that require active recall, which in its turn improves retention.

SRS's algorithms that measures space between repetitions vary, for instance, in Pimsleaur's method the new content is spaced out and repeated in 5sec, 25sec, 2min, and 10min in one audio lesson lasting 30min overall. The following revisions happen throughout the course: a word or a phrase taught in accordance with Pimsleaur Language Program is repeated 11 times in a period of 2 years [3, p. 75]. With this in mind, it should be brought into attention that spaced repetition in a way saves a learner's time. Instead of reviewing material every day, SRS makes calculation for them to optimize the efficient use of their studying time.

The more extensive application had obtained Leitner's method [4]. It implements flashcards sorting them into boxes in accordance with SRS: flashcards get gradual ascending or descending from the boxes depending retrieval's accuracy. Initially, all cards are located in the first box, which has the highest frequency of repetitions. When a flashcard receives the correct reply it is transferred to the next box, which features the lower frequency of repetitions than the former, that is to say, less revisions.

The appearance of digital flashcards had significantly affected to the spread of utilization of SRS.

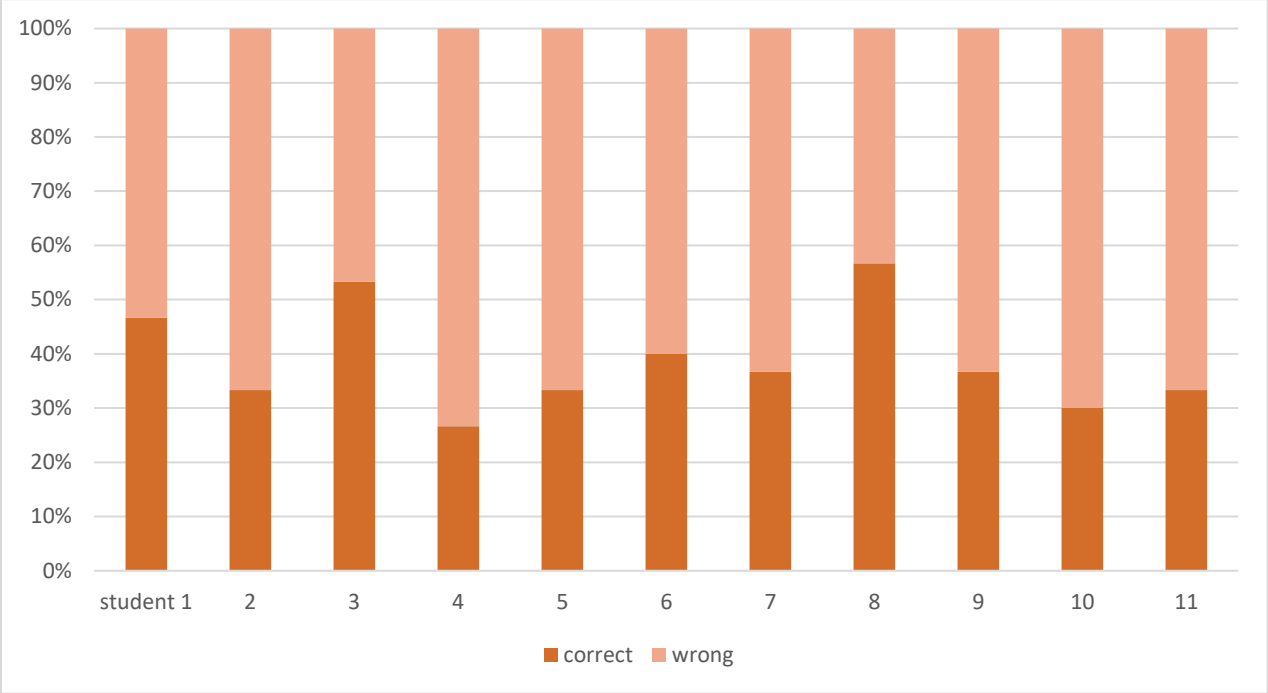

Diagram 1. Pre-test results

Most of the computer and mobile SRS programs feature individualized formula for revisions spacing process.

As for the practical appliance, the participants, who had experienced spaced repetition, were 8th grade's 11 students of the secondary school. The material under memorization was a number of words taken from Word List at the end of the textbook "Excel for Kazakhstan Grade 8". The words were from already covered topics from unit 1 till unit 5, which means the student were acknowledged with the words and were supposed to know them, but the pre-test's results showed otherwise.

Pre-test was taken in *Socrative* website for its convenience to tract students results and how long a student was stuck on a particular question. The form of the quiz was 'Short Answer' Question, where it is required to type in the answer. There were 30 sentences with fill-in-the-blank sort of gaps for words, because, if the type of questions was, for instance, give the translation to a particular word, it is very doubtful that students would have performed the task sincerely without the internet's aid or looking up at the textbooks.

The implementation of the spaced repetition itself occurred during a month period of time after pre-test. Digital flashcards were created by the author of this article in *Memrise* platform, which as required for this particular research is based on SRS. The platform provides access both through web-site page and mobile application, creating content, though, is only available via web-site. After joining through the link all users' daily, weekly, and monthly accomplishments were available to anyone on a list that *Memrise* features. The list, that displayed the students who had the highest points first, in a way served a role of the motivator. The activities on vocabulary were done outside of the lesson's time. The material as mentioned was taken from the textbook: 300 words with Russian and Kazakh translations, students needed to learn 10 new words a day, and practice already learned in a spaced out intervals.

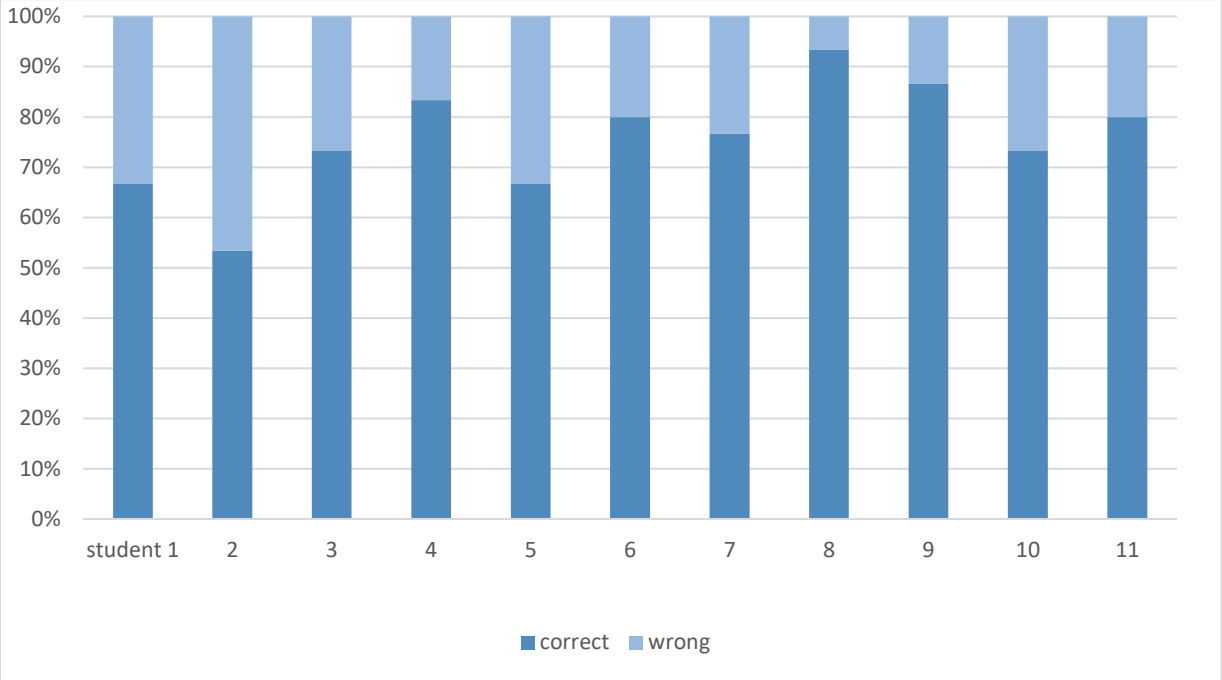

Diagram 2. Post-test results

The post-test was carried out in the same format as the previous test but 30 days later. The sentences with fill-in-the-blank gaps, though, were altered. Thus, both the words and their context differed from pre-test's context, but the answers required to be typed in were from vocabulary taught via *Memrise*'s SRS flashcards. Comparing two results the average percent of the accuracy in the test had grown from 39% to 76%.

To conclude, spaced repetition had been proven to be efficient and can be applied in teaching English at school. The result had shown the sufficient improvement in students' vocabulary that is appropriate to their level. Not only the method can be utilized in Leitner's traditional paper format, but also through various applications that are both convenient for a teacher to monitor and can enhance students' motivation.

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USING GAMES IN TEACHING FOREIGN LANGUAGES

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