

4. independent error checking;
5. pronunciation training;
6. speech recording, highlighting errors by the teacher;
7. work on errors, further use of the recording.

The next aspect we would like to focus on is the classification of podcasts. One of the most popular is the classification of G. Stanley. According to it, there are the following types of podcasts for teaching foreign languages:

1. authentic podcasts. This type of podcast is intended for teaching foreign language to students who have a rich experience of listening to audio files. This type of podcast is mainly suitable for working with students of high level of foreign language proficiency;
2. created by a teacher (teacher podcasts – created by teachers to achieve certain goals when teaching a foreign language;
3. created by students (student podcasts – created by students, but often with the help of a teacher;
4. methodical (educator podcasts). These are podcasts that cover issues related to the methodology of teaching a foreign language. We believe that this classification describes the existing types of podcasts quite broadly and does not require further additions.

In conclusion, the use of new computer technologies and the Internet plays an important role in teaching foreign languages at the present stage, because thanks to them you can constantly get new, authentic, up-to-date information on a topic of interest, create a genuine language environment by working with authentic literature, listening to original texts, and thereby increase the level of motivation of students.

Listening acts not only as an independent type of speech activity, but also as a means of teaching speaking, writing, and language skills. In this regard, we should once again emphasize the value of podcasts of all genres and categories, which allow the teacher to solve complex learning tasks. In General, the technology works with podcast coincides with the technology work on the text has a clear sequence of actions teachers and students: pre-instruction and pre -task; the process of perception and comprehension of information podcast; jobs controlling the understanding of the heard text. Selecting or developing exercises for podcasts aimed at forming development of listening skills, it is necessary to take into account the levels of complexity of different types of tasks. The use of information technologies allows you to train different types of speech activity and combine them in different combinations, helps to understand language phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also provides the ability to take into account the leading representative system, implement an individual approach and intensify the student's independent work.

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### **THE EFFICIENCY OF IMPLEMENTING MOBILE ASSISTED LANGUAGE LEARNING (MALL) TECHNIQUES IN ENGLISH AS A FOREIGN LANGUAGE STUDY PRACTICES**

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The modern educational process cannot be imagined without the use of new information and communication technologies (ICT), which are based on telecommunications and computer tools. The use of ICT made it possible to significantly overcome the conservatism and rigidity of the framework of traditional educational systems and create an open educational space in which the student, as a subject of education, independently forms their educational trajectory [1].

ICT means refer to technical means, among which there are computer and non-computer means. The emergence of new information and communication technologies was preceded by the development of non-computer technical means: visual (slides, slides, silent films), auditory (tape recordings, recordings of songs, poems on records, radio courses), audiovisual (series of voiced slides, filmstrips with sound, film fragments, video films, TV shows). It is these learning tools that at different stages of the development of the education system were the main tools for improving the efficiency of storing, processing, transmitting and presenting educational information. In the absence of computer technology, they played the role of information and communication technologies [2].

The basis of modern educational information technologies is computer-based learning tools, i.e. software and hardware. Software and hardware tools include computers of all classes, computer networks, information search systems, scanners, databases, multimedia systems, video and teletext, modems, graphic information input devices, hypertext systems, television, radio, voice e-mail, teleconferencing, electronic whiteboard, software for Internet navigation, electronic libraries, software for educational purposes, and so on [3].

In the last decade, the use of various interactive technologies has become an integral attribute of the process of teaching a foreign language, including professionally oriented, and the current trend is mostly inappropriate to consider innovative, if only because it is due to the modernization of modern education and free access to a huge number of Internet resources both in the classroom space and beyond. Created in a relatively short period of time, online learning platforms, interactive textbooks and manuals, and Internet projects certainly contribute to creating a favorable environment for learning a foreign language, especially in the framework of general education programs of schools and universities.

Modern education encourages both teachers and students to find the optimal combination of using traditional methods of teaching and common, i.e., Internet-based technological advances, such as tablets and mobile phones (MP), so for the language learning enthusiasts, the Mobile Assisted Language Learning (MALL) begins to occupy the leading positions. The negative attitude of teachers to the computerization of learning is a thing of the past, because the Internet has penetrated into all spheres of life and has become publicly available. In particular, students do not need to bring quite voluminous laptops or computers – it is enough to have a mobile phone or tablet, which makes MALL an even better technique of studying a language. The distinctive features of mobile devices are small size, individuality, maximum ease of use, ensuring communication and work on the Internet, compatibility with desktop computers and laptops, long battery life, fast start-up and shutdown.

Along with the spread of mobile devices and its use in language learning process, the popularity of various mobile applications has also grown significantly. An application (abbr. app.) is a program designed to perform a specific job, a software component [4]. Obviously, by analogy, a mobile application is a standalone software product designed specifically for mobile devices in order to optimize the solution of a problem or task in the user’s life.

The choice of a mobile device for training depends primarily on the age of students, the infrastructure of wireless Internet access, the goals and objectives of the course, and the popularity among students.

One of the practical goals of language disciplines in educational institutions is the development of foreign language communicative competence of students, which allows them, first of all, to get timely access to the world information space with the subsequent opportunity to use the information obtained in their own research, and then take a worthy place in the international professional environment, using a foreign language as a means of professional communication. Students, and later specialists, are required to constantly improve their skills in the conditions of rapid obsolescence of information, which is impossible only in the framework of traditional training.

Taking into account the limited number of classroom hours allocated by the curricula, the insufficient equipment of linguistic laboratories, the high occupancy of groups and the urgent need to cover an increasing number of professional topics, there is a natural need to find ways to improve the effectiveness of teaching to increase the motivation of students to learn a professional foreign language, to show their own potential and activity in practical classes.

For students aiming to learn English outside the language classes, leading publishers such as Pearson, Macmillan, Cambridge and Oxford, as well as the British Council, have met the requirements of progress, and have successfully developed and introduced mobile applications to the market. These are dictionaries (ABBY Lingvo, Oxford, Longman, Macmillan English Dictionary), mobile interactive exercises, for instance, My Grammar Lab course of various levels or English Grammar in Use exercises and tests, applications for preparing for IELTS, FCE and much more.

Apps from the reputable British Council have been particularly popular with English language enthusiasts. The British Council (BC) is a global organization with training centers located in more than 100 countries around the world [5]. Many authentic manuals are published under the editorship of BC. It is to the British Council that people to whom English is a foreign language owe the international conferences that are dedicated to the English language. One of the most useful products of the BC is its Podcasts – videos or audio recordings made in the style of radio broadcasts or interviews [6]. These British Council Podcasts is a collection of audio recordings for the entry level, but it has a wide range of topics. Students can choose the number of the podcast, see what will be discussed, download the podcast and start the learning process. After each podcast, there are exercises to check the understanding of what the student has heard (Comprehension Check).

Overall, distance learning and consulting, using cellular communication technologies and mobile devices, will significantly expand the possibilities of distance learning in studying English, provide students with a convenient way to receive educational services without unnecessary time and material costs, along with generally accepted distance learning technologies (case, network, telecommunications).

As for the implementation of MALL in a classroom-based teaching process, along with traditional technical means of teaching, the use of MP, particularly, the search for information in a foreign language on a given/studied topic with subsequent tasks is very appropriate and effective from several points of view. However, this combined teaching technique has its own challenges too.

For independent work and training, the use of MP by students was evaluated much earlier due to the speed of access and increasingly improved information search options, and, most often, this is an appeal to electronic dictionaries and translators [7]. However, such a utilitarian approach, namely, a constant appeal to MP precisely and only for this purpose, is ineffective in acquiring and improving communication skills. So, based on observations of the sequence of actions of students when working with text material, there was identified the following distinct trend: turning to dictionaries in search of a word translation, students enter the necessary word in the search bar, get a dictionary entry with possible translation options, at best spend seconds choosing the appropriate option and go directly to

the translation of a phrase/task/question, without bothering to write down, and even more so to analyze the frequency of use and the further need for inclusion in your active general scientific and terminological vocabulary. The explanation is simple – there is no need, MP is always at hand, and the search takes seconds, and if something is not recorded in the memory, then you can search anything as many times as you want. Therefore, there should be taken into account several possible ways to overcome the above-described trend, in particular, by using certain methodological techniques, and in general, by carefully developing an algorithm for the sequence of actions of the teacher and the content of tasks, taking into account the peculiarities of perception of various types of presented foreign language information, as well as the degree of language readiness of students.

First, under the mandatory condition that the required foreign-language sources correspond to the main directions of students, the professional component comes to the fore, i.e. the actual content of the sources that are most relevant for professionally-oriented students, which significantly increases the motivation of students. The ideal, but quite feasible, factor in this case would be the cooperation of teachers with students and awareness of what and in what order is studied by students in the framework of individual training using mobile technologies.

Secondly, alongside the cooperation, students still should be trusted more. Here, the professional awareness of students comes to the fore, their ability to think critically will help in a short time to process, analyze, compare information, evaluate its relevance to the studied issue and come to the right conclusion.

Thus, the students' own self-esteem increases, and the subsequent tasks are performed in the mode of cooperation, and not in the usual "teacher – dominant, students – semi-passive learning audience", i.e., in the mode of cooperation. Now the current mode of mutual consultation leads to the improvement, or "aggravation" of the perceptual skills of foreign language activity, such as listening, search reading, etc., and, accordingly, the need to express their opinions, and therefore, to replenish their active professional vocabulary and activate speech-communicative skills. This mode also provides an invaluable service to teachers, reducing the time to search for the necessary audio and video materials, often unique, professionally significant and, as a rule, not very complex.

In the course of the practical application of MP, both during practical classes and during the independent learning processes, a natural transition is formed over time from the development of perceptual skills to the acquisition and improvement of productive communication skills, in particular, such important for the implementation of professional goals as speaking and writing.

Third, for an effective transition from perceptual foreign language activity to the improvement of productive speech and communication skills, it is necessary to develop the conditions for performing tasks and its own methodological algorithm. From the point of view of the sequence of actions, the algorithm takes into account the psychological features of the perception of video materials, as well as the methodological features of the organization of the educational process in a foreign language.

In this case, there should be mentioned some of the most important points. Particularly, when (at what stage of mastering the topic) it is appropriate to enter a block of tasks performed with the help of MP; how much time to give to search using mobile technologies and perform subsequent tasks; in what mode to perform tasks. Of great importance is the methodological sequence and content of tasks, depending on the predicted or expected results; interaction modes during classroom sessions, a well-adjusted ratio and volume of tasks for classroom and independent work, technical capabilities and equipment.

MP tasks are mostly effective in practical classes either after mastering the main body of vocabulary on the topic and working with the basic test, or at the final stage as an auxiliary tool for independent work to prepare individual project tasks. However, it should also be taken into account that at the beginning of the course of teaching a professional foreign language, such tasks are

impractical and even impossible, due to the fact that the corpus of general scientific vocabulary and the basic terminological block of vocabulary in the studied area is in the stage of mastering and activating.

The elements of practical use of MP and tablets by students in teaching a foreign language revealed both the advantages and disadvantages of using them. The combination of traditional teaching methods and the use of multimedia sources of information of both advisory (electronic dictionaries and reference books) and professional nature gives an optimal learning result, increases the motivation of students, helps to overcome the psychological and language barrier, activates certain types of foreign language activities only if a thorough development of a methodically verified algorithm of application, the components of which are the above factors of psychological, pedagogical, methodological nature.

Using cellular communication technologies and mobile devices outside the classroom study practices will significantly expand the possibilities of distance learning in learning English, provide students with a convenient way to receive educational services without unnecessary time and material costs. With such a powerful learning tool in hand, the student can flexibly plan their learning process. At any place and at any time, the student can get access to educational materials and the opportunity to consult teachers.

As for the combination of using MALL with traditional teaching in classroom, the use of new methodological approaches and combined forms of teaching makes it possible to optimize learning in the modern information environment, improves the professional and general cultural level of students and contributes to the formation and improvement of such components of cognitive and communicative competence as the ability to think critically, independently acquire and use new knowledge and skills in practical foreign language activities, including the field of professional knowledge, the ability to freely use a foreign language as a means of professional communication.

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### **USING LEARN ENGLISH TEENS RESOURCES IN SECONDARY SCHOOL ENGLISH CLASSES**

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