UDC 317.315
OPPORTUNITIES OF THE QUIZLET PLATFORM IN ENGLISH LESSONS

Zhumakhan Arailym Kazykhankyzy
a_zhumahan@mail.ru
a 4-year student with a major in "Foreign Languages: Two Foreign Languages"
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Scientific supervisor – F.R. Avazbakiyeva

When learning English, a rare student is not faced with the problem of having to memorize a large number of words. There are many techniques which help to memorize new vocabulary, but the way to learn words with cards is still one of the most effective. Teachers often prepare and print cards in preparation for lessons. By visualizing vocabulary items, the memorization process is much faster. However, practice shows that such preparation takes a lot of time, requires additional resources like a color printer, laminator, etc. In addition, for the modern generation of students the gadget is an indispensable attribute of everyday life. In class, students are often distracted to check messages on messengers or social networks. And when they have the opportunity to use their phone for educational purposes, to practice new words, to compete with classmates, it definitely increases their motivation, gives a positive attitude, which affects the quality of knowledge. It is the fact that gives teachers the opportunity to involve mobile devices in the study of English [1].

The quizlet can be used in various modes of interaction: frontal, group, individual. For the teacher, using the program also offers a number of advantages: time-saving – a single entry of the material in the program and the possibility of using it as a base for creating other sets. Multiple use of a once-created set, with different groups, with different students, with different levels. Ability to copy, combine sets and create new sets of cards. The advantages of the quizlet for students are its multi-modal nature and the ability to adapt it to all styles of learning, perception and thinking. Also, in a short time period, it is possible to firmly remember and fix the necessary language material.

The main advantage of the program is the achievement of the goal – in the shortest possible time, the student masters the material and the strong consolidation-automation of the language material. The achievement of working with this application is the variety of work forms both in the classroom and outside of school hours. Students have the opportunity to master lexical units at a time that is convenient and optimal for them.

The need to use computer technology in the classroom, no one doubts. Computers help students achieve greater autonomy, which is one of the cornerstones of modern education reform. In addition, information technology is the key to successful training and employment in the future, because any specialist must possess information technology and be ready to constantly master new knowledge and acquire new skills [2, p.10].

Information and communication technologies (ICT) have a huge potential for creating an active, personality-oriented learning environment. ICT is defined as a set of methods, production processes, and software and hardware integrated to collect, process, store, distribute, display, and use information for the benefit of its users [3, p. 34].

As E. I. Vishtynetsky and A. O. Krivosheev note, the use of ICT in the field of education should aim at the implementation of the following tasks, such as:

- support and development of systematic thinking of the student;
- support of all types of cognitive activity of the student in the knowledge acquisition, development and consolidation of skills and abilities;
- implementation of the principle of educational activities individualization, while maintaining its integrity.

Web 2.0 (a method of designing systems that, by taking into account network interactions, become better the more people use them [4]) is one of the most popular neologisms in the field of ESL (English as a Second Language). And this is not surprising: every year there are thousands of educational sites offering facilitation of the process of teaching foreign languages. The biggest challenge for the teacher is to find relevant material, as *embarrasderichesses* can put even the most prepared teacher in a difficult position. That is why a comprehensive, multi-purpose platform is exactly what a modern teacher needs.

Such platform can be a website quizlet.com designed for learning foreign words. The site is built on the basis of digital flash cards with a variety of content: English words/expressions and their Russian equivalents, pictures, rules with examples... However quizlet.com – this is not just a talking dictionary: the site's algorithms allow you to create tests, train spelling, and work in a team to solve a common problem in the form of an interactive game. Below are the main ways to work with the site, which can be successfully integrated into any stage of the lesson.

1. The quizlet gives students the opportunity to listen to the pronunciation of a word, thereby fixing its sound form. Comparing the sound of a word with its graphic image when performing tasks allows you to better understand the patterns underlying the reading of lexical units of the English language.

2. Spelling tests help you identify words that are worth paying special attention to. The English themselves call the spelling of their native language a "national disaster", so thanks to the spell check mode, students can more fully master the skills of correct writing in English.

3. Adaptive, individual approach is the basis of the student-centered approach, aimed at forming students' autonomy and responsibility for their learning [5, p.215]. This approach to the choice of material is implemented by the quizlet, which gives the teacher a chance to create an interactive environment adapted to each student right in the classroom. This approach consists in analyzing the error rate of each student and creating a personalized set of tasks that will depend on the depth of study of the material by the students themselves.

4. The quizlet simplifies the teacher's work by creating typical vocabulary tests that can be used at any stage of the lesson. Since the content of the tests will be arbitrary, each student will have an individualized test created on the basis of the material passed.

5. If you have an interactive whiteboard, you can use the games that the quizlet offers to students. One of these games, Scatter, can serve as a physical training session, during which students will repeat English words.

6. The quizlet is not only a website for the teacher, but also for the student. Students can independently create their own sets of flash cards for learning English words, train in spelling or translating words from sets that the teacher created, and study sets of cards from other members of this community.

The quizlet has integrated several modes for training and memorizing lexical units, such as the flashcard mode, which allows to view words and their translation and listen to the correct pronunciation of a word in a foreign language. If you click the "Play" button, The quizlet will automatically play all the cards. If you click "Shuffle", the cards will be displayed in random order. The Shuffle function can be used simultaneously with or without playback, and vice versa.

The spelling mode allows you to type what you hear. This mode is well suited for learning a foreign language or for working on spelling or pronunciation in your native language. With audio in 18 languages, the spelling mode can be used with a wide variety of modules. The spelling mode combines the terms into groups of seven. After each stage, progress indicators are displayed with an overview of correct and incorrect answers. To learn the term, you need to write it correctly twice.

The memorization mode evaluates how well students know the definitions, and tracks the terms in which mistakes are made, so that you can focus more closely on them later. The learning mode of

the quizlet is based on a new Assistant platform that uses machine self-learning to process data from millions of anonymous learning sessions, and then combines them with cognitive science positions. By understanding how students memorize material, this powerful platform creates more effective and productive learning by showing students only the material they need to learn, while making the process fun. The test mode can be used in preparation for tests or exams to make sure how well the material is learned. The student can select different types of questions based on their learning style or the way the teacher designed the test. The most exciting mode for students in the app is the quizlet Live – a collective game for use in the classroom. Students receive a code to participate in the game, the app distributes them into teams at random, the teams sit down together and start competing with each other for accuracy and speed. Students jointly search for a term that matches the definition, since neither of them has all the answers. Students work together, concentrate their attention and communicate with each other. Each member of the team contributes, thereby learning the training material, together selecting the correct answer, because each wrong answer throws the team back and returns to the beginning of the game. The teacher can project the progress of the teams in the game from their computer. Such a collective game turns the process of learning new material into an exciting activity, and even the most difficult to remember words become accessible, and most importantly, students feel more confident in the team. Working with this app allows the teacher to diversify the forms of work, mainly the process of acquaintance and assimilation of new knowledge occurs individually, students can learn new lexical material at a convenient time for them and, almost anywhere. The application allows you to independently use the training modules on any device: phone, tablet, netbook, without requiring an Internet connection. It is easy to organize the work of students in small groups, and since the distribution of participants in teams is automatic, the composition of these groups can be very diverse and include students with very different levels and personal pLiterature .

The effectiveness and efficiency of students' work with the mobile application for learning and memorizing new lexical units can be tracked, both in the application itself in the Test mode, and practically, when performing written work on the module materials. The results of dictation clearly show that with the systematic use of the application, students have improved literacy, reduced the number of spelling and lexical mistakes. When learning vocabulary in the traditional way in groups of students in grades 9a and 9b, the average score for dictation was 3.5-3.8 points on average. In the same groups, when using the mobile app, the average score increased to 4.1-4.2 points. The paid version for teachers allows them not only to create their own courses, but also to track the progress of studying educational material by students.

In conclusion, with the help of the quizlet program, children in general have increased their interest in memorizing words and increased their vocabulary in English. I can say that the level of English proficiency in both classes has increased by one step. It was more interesting and more effective for the guys to compete in a group and play in a playful way. I and the children really liked working with this program and it was effective.

Literature
1. Abdykarimova A. T., Krivankova L. S., Zheksembaeva R. Zh. Mobile devices and applications in education: a necessity or a given time // International Journal of the Humanities and Natural Sciences. – 2018 – P. 15-24.
2. Trilling B., Hood P. Learning, technology and education reform in the knowledge age or "We are wired, webbed and windowed. And now what?"Educational technologies, 39(3), 1999. P. 5-18.
3. Vishtynetskiye.I., Krivosheev A. O. Voprosy informatsionnykh tekhnologii v sfere obrazovaniya i obucheniya [Questions of information technologies in the sphere of education and training]. – 1998. – No. 2. – P. 32-37.

4. O-Reilly T. What is Web 2.0. // Computer Online-2005. Electronic resource. http://www.computerra.ru/think/234100
5. Weimer, M. Student-centered learning. Five key changes in practice. San Francisco: Josie Bass, 2002. – 304 p.

UDC 372.881.111.1:004.738.2

THE IMPORTANCE OF USING VIDEO HOSTING YOUTUBE IN TEACHING SPEAKING SKILLS

Zirekova Assel Ondasynkyzy
zirekova.asel@mail.ru
a 4-year student with a major in "Foreign Languages: Two Foreign Languages"
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Scientific supervisor – A.A. Baibatyrova

Language is the most important means of communication, without which the existence and development of human society is impossible. The main purpose of a foreign language is to form a communicative competence, that is why the ability and willingness to carry out interpersonal and intercultural communication with native speakers. Information technology is an important factor in the 21st century. The Internet is the most developing means of electronic communication. There are also many reasons why new technologies are of considerable interest to professionals in the field of foreign language teaching. First, the World Wide Web is based on communication, the second reason is that the Internet can provide communication with native speakers of the language being studied or taught. Every professional in their field should keep up with the times, as the Internet is in constant development there are various resources for teaching. For teachers of foreign languages, it is necessary to improve their professional level and use all the opportunities of the World Wide Web for their lessons. The use of information technology requires a thorough analysis of the personality-oriented approach to education, it is necessary to take into account all the disadvantages and advantages of the studied resources. The selection of the right resource is based on the development of critical and creative thinking, on the comparison of opposite points of view and on the search for original solutions to the problem, and so on. Internet learning technologies expand the boundaries of language material, as well as contribute to the development of audiovisual visibility of the use of speech in real communication. The main purpose of a foreign language as a subject area of school education is seen in mastering the ability of students to communicate in a foreign language It is about the formation of communicative competence, i.e., the ability and willingness to carry out both direct communication (speaking, listening comprehension) and indirect communication (reading with understanding of foreign language texts, writing). The formation of communicative competence is the main and leading goal of teaching. This is especially popular today. Experience shows that the greatest difficulties in foreign language communication a person experiences, perceiving speech by ear. However, oral communication, the role of which has now become particularly significant is impossible without understanding the speeches of the interlocutor, since in the process of speech interaction; everyone acts both as a speaker and as a listener.

The 21st century is the age of the internet technologies which provide many new opportunities for teaching languages at school settings. Teachers are faced with the need to develop learners' four main skills, which are writing, reading, speaking and listening. In my view, speaking seems the most urgent ability to be increased for learners to be in a comfortable on-line interaction with other language users. The lack of communication with native speakers of a given language does not contribute to