

**ПЕДАГОГИКА МЕН ӘДІСТЕМЕ МӘСЕЛЕЛЕРІ
ПРОБЛЕМЫ ПЕДАГОГИКИ И МЕТОДИКИ
PEDAGOGI AND METHODOLOGI PROBLEMS**

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**INTEGRATION OF MOBILE APPLICATIONS IN TEACHING FOREIGN
LANGUAGES (ON EXAMPLE OF ENGLISH)**

Abstract

Mobile technologies are increasingly being introduced into our lives, becoming ubiquitous, acquiring more and more advanced opportunities for social interaction and connection to the Internet. While learning with mobile phones can take longer than with computers, students feel a greater sense of freedom in time and space so that they can take advantage of free time to learn a foreign language wherever they are. Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning. Unlike in the classroom, in MALL, there is no need for students to sit in the classroom or at the computer to receive teaching materials. A fairly wide range and variety of existing mobile learning resources allow you to choose applications in accordance with the individual needs, interests and level of the student's language training. This article is dedicated to finding peculiarities of mobile application usage in teaching English for university students.

Keywords: mobile education, mobile applications, language learning software, online education, Internet technologies, communicative competence, distance learning, self-learning.

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**ИНТЕГРАЦИЯ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ В ПРЕПОДАВАНИЕ
ИНОСТРАННЫХ ЯЗЫКОВ (НА ПРИМЕРЕ АНГЛИЙСКОГО ЯЗЫКА)**

Аннотация

Мобильные технологии все чаще внедряются в нашу жизнь и становятся повсеместными, приобретают все более продвинутое возможности для социального

взаимодействия и подключения к интернету. Если учесть то, что обучение с помощью мобильных телефонов может занять больше времени, чем с помощью компьютеров, но студентам предоставляется больше свободы во времени и пространстве, тем самым они могут воспользоваться свободным временем для изучения иностранного языка, где бы они ни находились. MALL (Mobile-assisted language learning) занимается использованием мобильных технологий в изучении языка. В отличие аудиторной занятия в Mall студентам не нужно находиться в аудитории или сидеть за компьютером, для того что бы получить учебные материалы. Широкий ассортимент и разнообразие существующих мобильных учебных ресурсов позволяют выбирать приложения в соответствии с индивидуальными потребностями, интересами и уровнем языковой подготовки студента. Данная статья посвящена выявлению особенностей использования мобильных приложений при обучении английскому языку для студентов вузов.

Ключевые слова: мобильное образование, мобильные приложения, программное обеспечение для изучения языка, онлайн образование, интернет технологии, коммуникативная компетентность, дистанционное обучение, самообучение.

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ШЕТ ТІЛДЕРІН ОҚЫТУДА МОБИЛЬДІ ҚОСЫМШАЛАРДЫҢ ИНТЕГРАЦИЯСЫ (МЫСАЛЫ, АҒЫЛШЫН ТІЛІН ОҚЫТУДА)

Андатпа

Мобильді технологиялар біздің өмірімізге жиі енгізілуде және кеңінен таралуда, элеуметтік өзара әрекеттесу және интернетке қосылу үшін жетілдірілген мүмкіндіктерге ие болуда . Ұялы телефондармен жұмыс істеу компьютерлерге қарағанда көп уақытты алуы мүмкін, бірақ та студенттерге уақыт пен кеңістікте көбірек еркіндік береді, сол мүмкіндіктер арқылы олар қай жерде болса да шет тілін үйренуге бос уақытты тиімді пайдалана алады. MALL (Mobile-assisted language learning) тілді үйрететін мобильді технологияларының қолданумен айналысады. Mall-дағы аудиториядан айырмашылығы, студенттерге оқу материалдарын алу үшін оқу ғимараттарында болу немесе компьютерде алдында отыру міндетті емес болып табылады. Қолданыстағы бар мобильді оқу ресурстарының кең спектрі мен сан алуандығы, студенттердің жеке қажеттіліктерімен қызығушылықтарына және тілдік дайындық деңгейінесәйкес, таңдауға мүмкіндік береді. Бұл мақала университет студенттеріне ағылшын тілін оқытуда, мобильді құрылғыларды қолдану ерекшеліктерін анықтауға арналған.

Түйін сөздер:мобильді білім беру, мобильді қосымшалар, тілді үйренуге арналған бағдарламалармен қамтамасыз ету, онлайн білім беру, интернет технологиялар, коммуникативтік құзыреттілік, қашықтықтан оқыту, өзін-өзі оқыту.

Introduction. Nowadays, more demands are made on the process of teaching foreign languages in the Republic of Kazakhstan and the whole World in general. New educational standards imply the organization of project activities, the use of information and communication technologies (ICT) for the formation of key competencies of students.

The main goal of teaching a foreign language is to develop students' communicative competence. At the same time, we understand communication as a special type of activity, the content of which is the exchange of information to achieve mutual understanding and interaction.

It is almost impossible to imagine effective teaching of foreign languages without the use of ICT in 21st century. Their use in English lessons enriches the lesson, making it more attractive, and increases the level of assimilation of the material by students.

The use of ICT in foreign language lessons occurs mainly in the following key areas:

- the use of ready-made multimedia applications both as part of the educational and methodological complex in the English, and as an independent teaching tool;

- the creation of Power Point own presentations for the lesson by teachers;

- the demonstration of various educational video and audio materials (video tutorials, audio podcasts, etc.);

- the search and reproduction of authentic video and audio materials in the lesson in order to demonstrate to students the most modern samples of English speech and identify new language trends;

- the use of mobile applications for learning a foreign language (they are equipped with the latest educational and methodological programs), which gives students more opportunities for constant access to educational materials[1, p. 22].

The process of informatization of the educational process is gradually reaching a new level, one of the key areas of which is associated with the use of mobile technologies for teaching various subjects, including a foreign language. In this article, we would like to research a little more specifically on the use of mobile applications, their advantages, disadvantages, prospects of use.

Living in the modern information space, one cannot but take into account that mobile devices provide a promising platform for the development of a new direction in the study of a foreign language. Currently, there are about 1.5 billion mobile phones in the world, three times more than traditional computers.

With technological progress, mobile devices receive new technical capabilities, and the speed and reliability of data transmission in wireless communication channels increase. Mobile phones, smartphones, tablet computers become the main part of a person's digital life from early childhood.

Method. The use of mobile learning technologies in teaching in general, and a foreign language in particular, is a fairly popular and widely discussed topic due to its relevance, which consists in the possibility of using mobile learning tools for a foreign language among an almost unlimited circle of students (including people with disabilities) who want to actively practice their skills and abilities.

Currently, there are a lot of interesting studies of this problem, carried out by Kazakh, Russian and foreign scientists (S.V. Titova, A.A. Andreev, E.D. Patarakin, I.V. Savinykh, V.V. Zhukov, A. A. Fedoseev, A. V. Timofeev, T. Anderson, M. Sharles, M. Alli, D. Attevel, M. Ragus, D. Traxler), however, the constant updating of the existing software and the improvement of computer technology makes teachers constantly learn new material and adapt this information for students[2].

The phrase "mobile learning" or "m-learning" appeared in the English-language scientific and pedagogical literature in 2001 (the first publication on mobile learning by E. Brown), and the development of the theoretical foundations of this new paradigm in education is currently being actively pursued by teachers in many countries of the world.

Mobile teaching of a foreign language is a form of organization of the learning process and control based on the use of mobile communication devices (smartphones, tablets, etc.), in which students can develop and improve language skills anywhere and at any time, as well as speech skills (based on the means of synchronous and asynchronous communication), to form socio-cultural and intercultural competences in order to use a foreign language as a means of communication in social, household and professional spheres.

According to available data, over the past 5 years, the number of children who can use computers and mobile information technologies has increased more than 10 times. Now almost everyone has mobile devices, it is a convenient tool for accessing any information, more and more often schoolchildren use their smartphones and tablet computers for educational purposes[3, p. 17].

At the same time, not only schoolchildren, but also adults striving to master a foreign language, in the conditions of the modern high-speed rhythm of life, they also often resort to various mobile applications as a means of learning English.

This is not difficult to explain: the integration of mobile devices into the process of learning a foreign language has a number of serious advantages:

1. Free access to educational materials anywhere and anytime.
2. The possibility of using mobile applications to train almost all aspects of speech activity, including listening, without the use of additional materials and devices.
3. Colorful presentation of material with illustrations and multimedia effects.
4. Automatic and quick check of the exercises, which gives students the opportunity to receive the most relevant information on their progress. The application automatically analyzes the errors and suggests appropriate exercises to eliminate them.
5. Possibility of effective distance learning, which today is extremely popular, allowing to make learning accessible to such categories of students as: students with disabilities; students living at a distance from the basic educational institution; students who are adults who are not able to regularly attend face-to-face classes (most often it is connected with their jobs)[4, p. 143-145].

Results. Being one of the newest developments in the field of teaching foreign languages, mobile applications are usually created using the most modern lexical material, reflecting the latest language and speech trends in the English language.

However, it should be noted that in addition to the obvious advantages, the use of mobile devices in teaching and learning foreign languages also has a number of disadvantages:

1. The use of the latest information technologies in teaching a foreign language creates a close meta-subject connection between two disciplines (computer science and a foreign language). With an insufficient degree of mastery of a technical device, the student experiences additional difficulties, which can significantly reduce his motivation to learn.
2. The dependence of the quality of the application on such factors as the technical characteristics of the device and the data transfer rate (Internet speed), which can lead to difficulties in the learning process or even interrupt it.
3. Lack of live interaction between the student and the teacher, which manifests itself in the impossibility of direct contact, which can reduce the effectiveness of teaching.
4. Lack of voluminous passages of texts for the development of reading skills, which is partly due to the peculiarities of mobile devices, most of which have a relatively small screen, which prevents effective work with large text.
5. Inability to practice the skill of oral monologue and dialogical speech using a technical device. Learning, limited only to the use of a mobile device, does not allow to fully achieve the main goal of learning - the development of the communicative competence of students[6].

Some of the disadvantages mentioned above can be fully or partially negated. So, for example, a detailed user manual can improve the ease of use of a mobile application, containing step-by-step instructions for completing each type of task, and answers to the most frequently asked questions from users.

Each exercise should contain a demo version that would clearly illustrate the process of completing a specific task.

The most significant drawback, in our opinion, is possible technical problems associated with the characteristics of the device, which is very difficult to minimize, since it does not depend on the program developers.

Therefore, we can conclude that the introduction of this latest technology in the educational process should serve as an extremely effective addition to the main course of studying a foreign language under the guidance of a teacher. Since, despite the obvious technical progress, live communication between the student and the teacher performs a number of important functions that cannot be replaced. They are:

- motivation of the student in the course of live communication between the teacher and the student;
- creating a favorable psychological climate during classes;
- if necessary, making the student to work more diligently and intensively through educational conversation and other methods of pedagogical influence;
- the ability to vary the method and manner of presenting theoretical material, depending on the individual characteristics and the student's ability to learn;
- the ability to perceive and identify errors in the student's oral speech, including the pronunciation aspect, while a small amount of mobile application contains such a function, focusing mostly on the development of the lexical and grammatical skills of students, which creates a certain "one-sidedness" of teaching a foreign language;
- the teacher's ability to simulate a live dialogue in a foreign language in various communication situations, reproducing variants of communicative situations. At the same time, it is the concept of a speech (communicative) situation as a set of conditions in which the communicative act of utterance unfolds is important for understanding and possible interpretation of speech[3, p. 32-34].

Currently, mobile device users have access to a huge number of applications for learning foreign languages, primarily English. Moreover, today there are mobile applications and programs focused on different aspects of teaching a foreign language.

For example, students, performing translation of a text on a specific topic, can turn to electronic dictionaries. Applications for mobile electronic devices have several advantages over their printed counterparts. Firstly, they provide quick access to information. Secondly, the vocabulary base in mobile dictionaries is usually more relevant than the printed versions. Thirdly, the use of mobile devices in the classroom and for independent work will help increase the motivation of students to learn a foreign language.

Let's look at some examples of such mobile applications:

The Memrise application is very popular among users - a free multifunctional application for memorizing various information. There are hundreds of courses on the official website, most of which are free. Meme cards are proposed as a mnemonic technique, which are designed to facilitate memorization of new words. The main type of work with this sentence is switching between numerous voiced vocabulary cards, which alternates with simple tasks for multiple choice [6].

The English with Words app is designed to work on expanding your vocabulary through fun activities in a playful way. "Words" helps to activate the memorization of new words, to train their spelling and listening comprehension. A feature of this application is that each of the eight proposed modes is aimed at practicing specific skills in the use of lexical units. During the lesson, students are encouraged to perform several exercises of different types, for example, memorizing flashcards to train memory, choosing.

Of the currently presented bilingual dictionaries, the system for translators "Multitran" can be distinguished. But even when using bilingual dictionaries, students are far from always able to extract the necessary information from a dictionary entry, for example, often the most frequent meaning is used for translation, without taking into account the rest. The use of this application can be recommended for advanced learners, since this dictionary contains a large number of meanings of words that are not always sufficiently systematized and will be redundant at the initial stage of learning[7].

Mobile translation apps like Language Translator and Google Translate allow you to translate words, phrases, sentences using Google's online translation service. It is important to explain to students that translation applications only provide a translation of a word or expression, which is not always adequate.

Discussion. The use of electronic gadgets as the only (preferred) means of learning a foreign language allows, as a result, to get a student who has good knowledge of the structure of the language (English vocabulary and grammar), who is able to perceive English speech by ear (provided that the application contains listening tasks), but hardly capable of live oral interaction with others in specific, sometimes atypical, communicative situations [8, 182].

In other words, working with a mobile device and applications contributes to the formation of a student's language competence and provides weak opportunities for the formation of speech (communicative) competence.

In addition to the main conclusion, I would also like to note that all of the above functions, implemented in the course of communication between a teacher and a student, play an important role in teaching children of preschool and primary school age. After all, as it was revealed in many studies, children are familiar mainly with gaming computer and mobile programs and applications, i.e. they use their mobile phones and computer equipment for entertainment. At the same time, cognitive, in particular educational, motives for working with a computer are in approximately twentieth place. The use of mobile devices in teaching English can gradually increase as students get older. Since senior schoolchildren and middle-level students are already able to approach this form of education more consciously and not perceive the tasks on the screen of the gadget only as another colorful toy.

Conclusion. The speed of modern mobile technologies is increasing and permeating all aspects of life, so this technology plays a vital role in the study of various aspects of knowledge. Today, there is a clear shift from teacher-led learning to student-led learning that mobile learning has made it possible for students to feel using technology more efficient and fun than ever before. In fact, we can provide a richer mobile learning environment for our language learners.

Relying on mobile technologies and applications, it is possible to build a modern English language lesson that will meet state standards, create a learning trajectory in versatility and diversity in the methods of receiving, storing and processing information, expanding the list of technical and multimedia equipment. Above all, further development of the methods by which mobile devices can be used to provide a more robust learning environment is needed, as well as the development of a theoretical framework for mobile learning.

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PERCEPTIONS OF LEARNERS ON TEACHING VOCABULARY THROUGH COLLOCATIONS

Abstract

English as a foreign language is becoming more popular, and studies of it are becoming more important. Collocations, which are common in ordinary English, are one essential subject to consider. These structures are made up of words that are frequently combined with other words and have a meaning that is not literal. Individuals who are studying English as a second language and have acquired a specific level of competency were tested on their understanding of collocations in this qualitative study. Even individuals who have mastered English have insufficient knowledge of these structures; additionally, structures in the form noun + verb are more difficult to understand

than structures in the form noun + noun. This research provides recommendations for further study of English as a foreign language.

Keywords: collocations, foreign language, meaning, figurative meaning, literal meaning

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СӨЗ ТІРКЕСТЕРІНІҢ КӨМЕГІМЕН ЛЕКСИКАНЫ ОҚЫТУДЫ АҒЫЛШЫН ТІЛІН ҮЙРЕНУШІЛЕРДІҢ КАБЫЛДАУЫ

Аңдатпа

Қазіргі таңда ағылшын тілі шет тілі ретінде уақыт өткен сайын танымал бола түсуде және оны зерттеудің маңыздылығы артып келеді. Қарапайым ағылшын тілінде жиі кездесетін сөз тіркестері маңызды мәселе болып табылады. Бұл құрылымдар көбінесе басқа сөздермен тіркесіп, жанама мағынаны білдіретін сөздерден жасалған. Бұл зерттеуде ағылшын тілін екінші тіл ретінде үйреніп, белгілі бір құзыреттілік деңгейіне ие болған адамдардың сөз тіркестерін түсіну деңгейі тексерілді. Тіпті ағылшын тілін жетік меңгерген адамдардың да сөз тіркестері туралы білімі жеткіліксіз; сонымен қатар зат есім + етістік құрылымдарын түсіну зат есім + зат есім құрылымдарына қарағанда қиынырақ. Сонымен қатар, бұл зерттеу жұмысы ағылшын тілін шет тілі ретінде зерттеу мәселесі бойынша бірнеше ұсыныстар ұсынады.

Түйін сөздер: сөз тіркестері, шетел тілі, мағына, жанама мағына, тура мағына

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ВОСПРИЯТИЕ ИЗУЧАЮЩИМИ АНГЛИЙСКОГО ЯЗЫКА ПРИ ОБУЧЕНИЕ СЛОВАРНОМУ ЗАПАСУ С ПОМОЩЬЮ СЛОВСОЧЕТАНИЙ

Аннотация

Английский язык как иностранный становится все более популярным, и его изучение становится все более важным. Словосочетания, которые распространены в обычном английском языке, являются важным предметом для рассмотрения. Эти структуры состоят из слов, которые часто сочетаются с другими словами и имеют прямое значение. В этом качественном исследовании были проверены люди, которые изучают английский как второй язык и приобрели определенный уровень компетенции, на понимание словосочетаний. Даже люди, освоившие английский язык, имеют недостаточное знание этих структур; кроме того, структуры в форме существительное + глагол труднее понять, чем структуры в форме существительное + существительное. В данном исследовании даны рекомендации по дальнейшему изучению английского языка как иностранного.