

Effectiveness of using mobile technologies in teaching foreign languages to university students

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Current tools for teaching a foreign language at the present stage are the website (Eng. website, web site, network, site – location), a set of Electronic Documents (files) of an individual or organization in a computer network, united by a single address (domain name or IP address). Scientist V. V. Beshpalov divided the classification of sites according to the availability of services into three categories: Open, semi-open, closed [1]. And according to the content: static, dynamic, physical location: external, local sites of the Internet. According to the scheme of information representation, its scope and category of tasks to be solved, web resources can be divided into the following types: personal, business card, representative, corporate, product catalog, online store, etc. mobile applications (Eng. "Mobile app") – software that is most optimally used for language acquisition on smartphones, tablets and other mobile devices.

Many mobile apps can be classified according to what purpose they can be used for. The following groups of mobile apps are distinguished: entertainment (Games, ticket orders, apps for children), travel (hotel reservations, tourist guides), business (currency ratio, trade indexes, real estate trading, online sales, City apps, job search), social apps (social networks), food (ordering and delivery, determining the location of the institution, recipes), Sports (Sports News, ticket purchases, games), education (training for Children), news (newspapers, magazines, news).

At the same time, like all methods, methods and tools for teaching a foreign language, the use of websites and mobile applications has its advantages and disadvantages. Let's start with the advantages of using information technologies in teaching a foreign language. The use of internet resources contributes to the development of communication skills and professionally significant competencies. A large number of authentic, constantly updated materials create an opportunity for students to "stay in a virtual language environment". In particular, it is possible to read, see, hear samples of a modern foreign language and use them in colloquial speech. A wide variety of original texts, such as News, newspaper and magazine articles, blogs, reviews, etc., allow students to choose the most interesting and relevant materials, as well as introduce them to "various forms of Computer Communication in a foreign language" [2].

In this regard, researcher E. V. Voevoda, in his article, believes that the Internet is an opportunity for students "to overcome stereotypes and intercultural communication, which contributes to the development of socio-cultural tolerance of students". Many students positively appreciate the advent of the Internet and, in parallel, a significant increase in the ability to communicate with their native language, which further motivates them and ultimately "has a positive impact on their language training" [3]. Some of the advantages of using ICT can also be attributed to the fact that the student has mastered English as his own goal. That is, students improve their skills and abilities outside of the classroom. For example, a

student can read and communicate together in their native language, along with common English, read and watch news, talk on common topics, and discuss interesting books and movies. And the scientist S. K. Omarova noted that through mobile devices it is possible to find solutions to a number of problems related to teaching a foreign language: mobile technologies provide one-minute access to all the necessary information, thereby increasing the reading capacity of students in a foreign language, as well as by listening to material in a foreign language, including on-the-job listening skills and solving the problem of saving jobs and Space [4].

Another specialist A. Obdalova noted that the full realization of her intellectual and creative potential is possible through the use of computer technologies in the process of teaching a foreign language, and the teacher can create conditions for the widespread use of students' interests and inclinations in the learning process. Internet technologies develop not only foreign language skills, but also important skills. First, it is related to mental operations: synthesis, analysis, comparison, abstraction, comparison, verbal and semantic prediction, etc. thus, "skills and competencies developed through internet technologies include limitations of foreign language competence even within the framework of the" language" aspect " [5].

At the same time, the Internet develops students' social and psychological qualities: their self-confidence and ability to work in a team (if you choose effective tools); acting as a "tool for an interactive approach", creates a favorable environment for learning. Multimedia tools allow you to increase students' interest and emotional attitude, of course, have a positive impact on the memorization of educational material and increase the educational aspect.

In this regard, according to the scientist K. V. Kapranchikova, on the basis of information and reference resources of the Internet Network, which include online encyclopedias, catalogs, internet media, museums, galleries, theaters, virtual tours of cities, the author suggests "organizing search and research work of students, developing their cognitive activities, learning skills in cooperation, as well as independent educational activities" [6]. The interactivity created by ICT forces you to respond correctly not only in real, life situations, but also in a foreign language. At the same time, according to the research of N. A. Sharova, the use of information technologies contributes to the implementation of the principle of "student autonomy", that is, allows the implementation of "future methods", for example, project techniques [7].

In the modern methodology of teaching a foreign language, the use of Internet resources is associated with "solving problems of individualization, intensification and optimization of learning". Individualization in the methodology is a way of learning that takes into account the types of perception, thinking, and memory of students. The educational process

Many researchers have considered the following didactic possibilities of Information Technology: "visualization by expanding the possibilities of presenting information" [8]: color, graphics, sound allow you to recreate a real picture of the world. In the case of mobile applications, the student has the

opportunity to learn visually anywhere in the world; feedback between the user and the program, website or mobile application allows the student to choose the material of interest, the amount of information, the method of learning, the pace of work, the frequency of classes, etc.; simplified system of testing, control or self-control, organization of management of educational activities.

Testing students' knowledge using internet technologies requires little time and effort on the part of the teacher; the ability to repeat poorly learned material. The student can quickly, clearly and effectively repeat the topic, returning to the topic or lesson that is causing them difficulties, which in turn allows the teacher not to dwell on the past topic, wasting the time of other students; the ability to "store, transmit or analyze any amount of data" using modern data collection systems [2,69].

Another area that is most noticeable in supporting technology is project work. Teachers always try to motivate themselves to learn the world around them through language. Attracting students to work on a topic of interest to them or on topics that they are learning in other subjects is a great way to improve their skills and skills. Information technologies create opportunities for learning and learning in any world, anywhere. The student can study or listen to material from various fields that interest the student to write a letter or story about what they have discovered, learned, and work online in communication with other students in a group located anywhere in the world.

At the same time, S. V. Titova in her research claims that mobile technologies or mobile applications can optimally organize both individual or individual, as well as group training in the conditions of developing training courses, programs and tasks in a mobile format. Mobile applications also contribute to increasing students' motivation by using familiar technical tools. To create a complete picture of the use of information technologies, it is necessary to take into account the existing shortcomings of Education. In particular, in education, it is impossible to predict whether a student will make a phonetic, grammatical, stylistic, or semantic error in Internet technology [3,111]. Such errors are detected during oral conversations with the teacher or during testing. Of course, in both cases, it is much more difficult to correct errors, because the material is fixed in the mind than it was created at the initial stage with the first mistake. Communication on the internet has a huge impact on "changing interpersonal relationships between users in the virtual space of local and global networks." Thus, when using internet networks, the educational space is constantly expanding and becoming more open.

In foreign language lessons, the most important thing from the point of view of a communicative approach is the ability to speak using various skills and knowledge. Computers, websites, and mobile applications will not be able to serve as conversationalists, and the main task of a foreign language program using information technologies will not be able to teach conversation. There may be controversial issues related to subscription training, understanding audio or printed text. In such cases, the student cannot ask the teacher about the error, since there is no feedback. If the program does not provide for the interpretation of controversial

issues, then gaps in understanding the material may accumulate. It is no secret that there are situations when a senior teacher who knows the subject in all aspects and is able to teach any student faces the problem of mastering modern technologies that "allow them to introduce tasks based on mobile technologies into the traditional form of training, use existing educational applications for mobile devices, provide interactive support for the educational process" [6, 85].

In the course of the study, it was found that not all students always check whether they have mastered the lesson material. Some teachers were given enough time to study or complete the task offered to their students. Thus, teachers paid more attention to the presentation of slides. During the lesson, a certain number of students were observed actively competing, while the rest were silent and could not complete the assigned tasks. Teachers often pay enough attention to slow students. Therefore, it is impossible to say for sure that the additional material was successfully mastered by all students. The intensification of the educational process, due to the increase in the information picture of the lesson and the acceleration of the pace of educational activities through the use of the capabilities of information and means of communication, can lead to an unfavorable increase in the volume of educational information in the lessons. In turn, information overload, emotional arousal, and a deceptive rapid increase in performance behind a computer screen are dangerous for the mental and physical health of the student and teacher.

In conclusion, in the process of teaching a foreign language to students using a tablet as a mobile device, a website and a mobile application, the following weaknesses are: "unformed scientific and methodological training of Foreign Language teachers for the introduction of mobile learning; lack of mobile educational applications and programs prepared for students in various areas and educational profiles; lack of adapted material in the specialty corresponding to the topic of the working curriculum; applications of an entertaining nature may attract the attention of students.

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