

creative search for students using new technologies. The purpose of education in teaching language is to use the most effective models of modern advanced technologies. At the same time, it is argued that the system of tasks within the DI based technology uses the materials necessary for "learning search" and self-cognitive activity. Guided by the "technology of differentiated learning" by zh.a.Karayev, the language learner increases the desire to obtain knowledge, increase motivation and develop the ability to speak fluently. During the lesson, various types of activities, methods, techniques and technologies were used.

Key words: level, technology, human values, differentiated education, science, practical achievements, professional training, direction, education, training, innovative method, education, information, international global communication, networks, process, new, organization, knowledge, creativity, potential, crisis, new approach, factors.

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TEACHING AND LEARNING ENGLISH THROUGH MOBILE APPLICATIONS

The article presents a research study conducted to examine the effectiveness of mobile devices in teaching and learning English from the perspective of university students. The research aimed to investigate the interest of students in using mobile apps for learning English, explore the potential of educational applications downloaded on students' mobile phones, and assess the integration of mobile devices into classroom activities at university for English language learning. The study collected responses from students studying at the university located in Atyrau through an online questionnaire created using Google Forms. The responses were analyzed by the authors, and follow-up interviews were conducted with a subset of students to link the reported mobile device use to its actual use for language learning. The article proposes that the use of mobile devices as an educational tool in the process of university study has the potential to expand perceptions of tutorial experience in teaching and learning English. In general, the use of mobile devices as an educational tool in university education has become increasingly common in recent years. Mobile devices such as smartphones and tablets offer students and educators the flexibility to access course materials, participate in collaborative activities, and communicate with each other anytime, anywhere. It is important to ensure that mobile devices are integrated into the curriculum thoughtfully and intentionally, taking into account the specific needs and goals of the students and the course.

Keywords: information technologies, software, and hardware, application of the Microsoft Office software package, sociological research, the effectiveness of sociological research.

INTRODUCTION

Mobile teaching and learning English have become increasingly popular in recent years due to the widespread use of smartphones and other mobile devices. This approach offers several advantages over traditional methods of language teaching and learning.

One advantage of mobile teaching and learning is the flexibility it provides. Learners can access language learning materials anytime and anywhere, as long as they have a mobile device and an internet connection. This makes it easier for learners to fit language learning into their busy schedules.

Another advantage is the potential for personalized learning. Mobile devices allow for adaptive learning, where the learning experience is customized to the learner's individual needs and preferences. This can help learners stay engaged and motivated throughout the learning process.

Mobile teaching and learning can also be more interactive than traditional classroom-based methods. Mobile devices allow for real-time communication and collaboration with other learners and teachers, as well as access to multimedia resources such as videos and interactive quizzes. [1]

However, there are also challenges to mobile teaching and learning. One challenge is the need for learners to have access to reliable internet connections and mobile devices. This can be a barrier for learners who come from disadvantaged backgrounds or who live in areas with limited internet access.

Another challenge is the need for effective teacher training in mobile teaching methods. Teachers need to be able to design and deliver effective mobile-based language learning materials and activities that meet their learners' needs. Furthermore, using mobile devices can create a more engaging and interactive learning experience as it allows for multimedia content such as videos, audio, and interactive quizzes. It also provides access to a wide range of learning materials, such as e-books, online courses, and language learning apps, that can be personalized to the individual needs and interests of the learner. [2]

Indeed, the rise of mobile technology has brought about significant changes in the way students learn and access information, including second language learning. Mobile devices, such as smartphones and tablets, offer students access to a wealth of language-learning resources and tools that can be used both inside and outside the classroom.

For example, language learning apps like Duolingo, Babbel, and Memrise provide students with a gamified and interactive approach to learning a new language, allowing them to practice vocabulary, grammar, and pronunciation at their own pace and convenience. Additionally, language exchange apps like Hello Talk and Tandem enable students to connect with native speakers of the language they are learning, providing an opportunity to practice and improve their speaking and listening skills.

Moreover, mobile technology facilitates self-directed learning, allowing students to access language learning materials and resources outside of formal classroom settings. For instance, students can use their mobile devices to watch language learning videos on YouTube or to listen to podcasts or audiobooks in the target language. They can also use mobile apps to practice their language skills anytime and anywhere, fitting language learning into their busy schedules.

Mobile technology has the potential to enhance and support second language learning by providing students with a variety of engaging and interactive learning resources and tools, as well as enabling self-directed learning outside of the classroom. However, it's important to note that technology should not replace traditional classroom learning and teaching but rather complement and enhance them.

Mobile teaching and learning can provide a highly interactive and engaging learning experience, allowing for real-time communication and collaboration with peers and teachers. This can be achieved through a variety of digital tools, such as video conferencing, discussion forums, chat apps, and social media platforms. Mobile devices also provide access to a wealth of multimedia resources that can be used to create interactive and engaging learning experiences. Videos, animations, interactive quizzes, and other multimedia content can be used to help learners visualize complex concepts and engage with the material more dynamically and interactively. In addition, mobile devices can support a range of collaborative learning activities, such as group projects, peer-to-peer learning, and online discussions. This can help foster a sense of community and encourage learners to share their knowledge and ideas. Mobile teaching and learning can be highly interactive and collaborative, providing learners with a rich and engaging learning

experience that can help them develop a deeper understanding of the material and build important skills for the future.

Mobile devices offer numerous advantages when it comes to learning. The ability to access a wealth of learning materials through apps and online resources can allow learners to customize their learning experience and choose materials that are suited to their interests and learning style. Moreover, multimedia content can enhance the learning experience by making it more engaging and interactive. Videos, audio, and interactive quizzes can provide a more immersive learning experience, helping learners better retain information and apply it in real-world situations. Mobile devices also offer the convenience of learning on the go, enabling learners to access learning materials whenever and wherever they want. This can be particularly beneficial for busy learners who may not have the time to attend traditional in-person classes.

MATERIALS AND METHODS

The framework developed in this literature review aims to examine mobile phone appropriation within the context of Dominican learning. Appropriation is defined as exploring, adapting, and adopting new uses for mobile phone features beyond their intended regular use.

This suggests that learners in this context are using their mobile phones for purposes beyond making calls or texting.

Mobile phones are considered cultural artifacts that mediate activities such as communication and recreation, according to Pachler, Bachmair, and Cook (2010). Learners appropriate these artifacts to meet their learning needs within their specific context.

The concept of context is essential to understanding how learners interact with their mobile phones. Context refers to the information learners use to describe the situation of an entity—people, places, or objects - relevant to the interaction between the learner and the artifact. This suggests that learners' context influences how they use their mobile phones for learning. In Figure 1, the framework developed in this literature review highlights the importance of understanding mobile phone appropriation within a specific learning context. It emphasizes that learners' goals, skill levels, and context influence how they use their mobile phones for learning beyond their intended use.

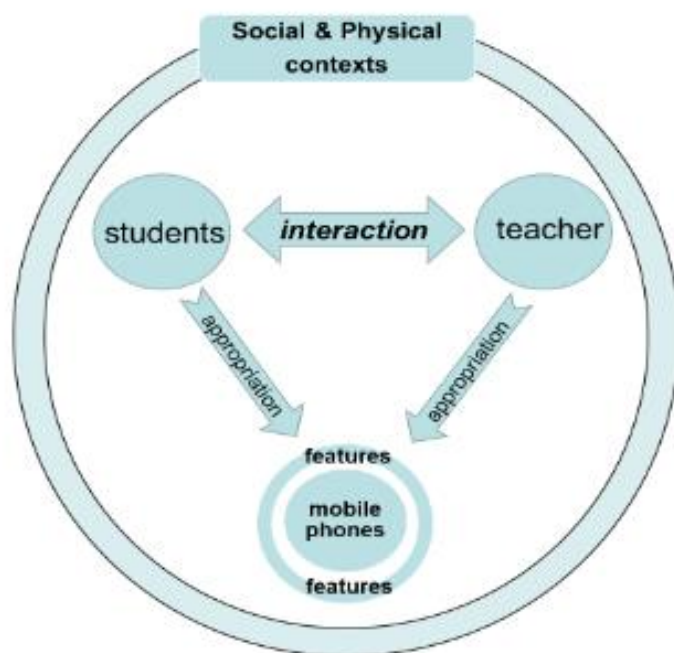


Figure 1. MHCI Theoretical Perspective

In addition, the use of mobile devices in teaching and learning English can also promote collaborative learning and communication among students and between students and teachers. With the use of social media and other communication apps, learners can engage in discussions, exchange ideas, and receive feedback from their peers and instructors in real-time. This can enhance their critical thinking and problem-solving skills, as well as their ability to communicate effectively in English. Overall, the integration of mobile devices in teaching and learning English can bring numerous benefits, such as increased access to learning resources, greater flexibility and convenience, and more engaging and interactive learning experiences. It can also enhance collaboration and communication among learners and instructors, leading to more effective and efficient language learning outcomes. [3]

Almost 40% of respondents were enrolled in the international information field of study, while 35% studied English philology. The rest of the respondents represented different fields, such as psychology, economics, journalism, and others. [4]

In terms of English proficiency, the majority of the respondents (52% reported their level as intermediate), while 29% considered themselves to be advanced in English. Only 8% of the respondents reported a beginner level, and 11% reported their English level as upper-intermediate. It is worth noting that the respondents' English proficiency was self-reported and not assessed by any standardized test. [5]

Based on the provided data, the majority of respondents (52%) reported their English proficiency level as intermediate. This suggests that a significant portion of the respondents have a moderate level of proficiency in English, which typically includes basic communication skills for everyday conversations and simple interactions.

A considerable proportion of respondents (29%) considered themselves to be advanced in English, indicating a higher level of proficiency where they can confidently engage in more complex conversations and understand a wide range of vocabulary and grammar structures.

Only a small percentage of respondents (8%) reported themselves as beginners in English, implying that they have limited or basic knowledge of the language and may need more foundational language learning resources.

Additionally, 11% of the respondents reported their English proficiency level as upper-intermediate, which suggests a level of proficiency above intermediate but not quite advanced. Upper-intermediate level learners can generally understand and express themselves on a wider range of topics with some fluency.

It's important to note that the English proficiency levels reported by the respondents were self-assessed and not assessed by standardized tests. Self-assessment of language proficiency may be subjective and influenced by individual perceptions and experiences, which could impact the accuracy of the data. Therefore, caution should be exercised when interpreting the findings solely based on self-reported English proficiency levels.

Regarding the frequency of using mobile devices, the majority of the respondents reported using their mobile devices for more than 3 hours per day (56.6%). A smaller percentage of respondents (22.9%) reported using their mobile devices for 1-3 hours per day, while only 2.2% reported using their devices for less than an hour per day.

The gender of the respondents was also analyzed, and it was found that a majority of the participants were female students (61.8%), which is consistent with the higher number of female students in the philology department. The majority of the respondents (75.5%) were from Ukraine, while the remaining participants were from different countries.

It is worth noting that all participants reported having access to smartphones, with 98% of respondents answering positively to this question.

According to the survey, 59.3% of the respondents use mobile apps for learning languages, while 40.7% do not. Among those who use mobile apps, 34.5% use them every day, 37.2% use them several times a week, and 28.3% use them occasionally. The most popular apps for language learning among the respondents were Duolingo (52.5%), Memrise (13.8%), and Babbel (11.2%). Other apps mentioned by the respondents included Busuu, LinguaLeo, Rosetta Stone, and

Lingodeer. It is interesting to see that a significant proportion of the respondents use their mobile devices for extended periods, with almost 11% spending the entire day using their gadgets. This highlights the potential for mobile devices to be used as a tool for learning English, as students are already spending a considerable amount of time on their devices. However, it is important to note that not all of the time spent on mobile devices is necessarily dedicated to educational purposes, as some of it may be used for communication and entertainment. Nonetheless, the high usage of mobile devices among university students presents an opportunity for educators to leverage these devices for language learning purposes [6].

RESULTS

When asked about the benefits of using mobile apps for language learning, the respondents listed the following advantages: convenience (61.4%), flexibility (48.9%), accessibility (43.2%), interactive features (31.5%), and gamification (26.5%). On the other hand, some respondents expressed concerns about the effectiveness of mobile apps for language learning (25.1%) and their ability to replace traditional language learning methods (16.6%). Some respondents also mentioned the lack of human interaction as a disadvantage of using mobile apps for language learning (18.6%).

The respondents in the study identified several benefits of using mobile apps for language learning. The most commonly reported advantages were convenience, flexibility, and accessibility, which indicate that learners appreciate the ability to learn at their own pace, anytime and anywhere. The interactive features and gamification aspects of mobile apps were also noted as advantages, indicating that learners find these features engaging and motivating. However, it is important to note that some respondents expressed concerns about the effectiveness of mobile apps for language learning and their ability to replace traditional language learning methods. This suggests that while mobile apps can be beneficial, they may not be perceived as a complete substitute for traditional language learning methods by all learners.

Another concern raised by some respondents was the lack of human interaction in mobile app-based language learning. This suggests that some learners value the social aspect of language learning and may feel that mobile apps lack the interpersonal interaction that traditional language learning methods may offer.

These findings highlight the need for a balanced approach to incorporating mobile apps into language learning, taking into consideration their advantages, limitations, and potential impact on learners' motivation and engagement. Integrating mobile apps as a complementary tool alongside traditional language learning methods and addressing concerns related to effectiveness and human interaction may help optimize the use of mobile apps in language learning settings.

Furthermore, when asked about the frequency of using mobile apps for language learning, the majority of the respondents (62.4%) reported using these apps daily, while 24.8% reported using them several times a week, and only 2.9% reported never using them.

Based on the provided data, the majority of respondents (62.4%) reported using mobile apps for language learning daily, indicating a high level of engagement with language learning technology. This suggests that mobile apps have become an integral part of many language learners' daily routines, allowing them to practice and improve their language skills consistently. [7]

A significant proportion of respondents (24.8%) reported using language learning apps several times a week, indicating regular usage of these apps, although not as frequent as daily usage. This could be due to factors such as work or study schedules or personal preferences in learning styles.

Only a small percentage of respondents (2.9%) reported never using language learning apps, suggesting that most language learners are open to using technology as a means of improving their language skills.

It's worth noting that the frequency of using mobile apps for language learning could vary depending on individual learning goals, language proficiency levels, and personal preferences.

Some learners may prefer to use language learning apps as a supplementary tools to classroom instruction, while others may rely solely on technology for language learning. Additionally, the frequency of app users may also be influenced by external factors such as time constraints or access to technology.

In terms of the types of mobile apps used for language learning, the most popular ones were language learning apps such as Duolingo, Babbel, and Memrise, with 67.6% of the respondents using them. 27.5% reported using language exchange apps such as HelloTalk and Tandem, while only 4.9% reported using other types of apps for language learning.

According to the data provided, language learning apps like Duolingo, Babbel, and Memrise are the most popular types of mobile apps used for language learning, with 67.6% of the respondents using them. These apps typically provide lessons and exercises in various languages, covering different aspects of language learning such as vocabulary, grammar, listening, speaking, and reading. [8]

Language exchange apps, such as HelloTalk and Tandem, are used by 27.5% of the respondents. These apps facilitate language learning by connecting learners with native speakers of the language they want to learn, allowing them to practice speaking and improve their language skills more interactively and conversationally.

Only 4.9% of the respondents reported using other types of apps for language learning, which could include specialized apps for specific language skills like pronunciation, writing, or cultural understanding, as well as apps for learning specific languages that may not be as popular or widely spoken.

The data suggest that language learning apps like Duolingo, Babbel, and Memrise are the most commonly used mobile apps for language learning, followed by language exchange apps like HelloTalk and Tandem. However, it's important to note that the popularity of specific apps may vary depending on factors such as region, language proficiency level, and personal preferences of the learners. [9]

The positive attitudes expressed by both online reviewers and research participants towards current mobile apps for English language learning suggest that these apps are generally well-received by learners. The flexibility of accessing learning materials anytime and anywhere was cited as a significant advantage of mobile apps, which can accommodate learners' busy schedules and provide personalized and learner-centered environments.

Moreover, the study's findings suggest that the use of mobile apps can be a playful and engaging way of learning, which has the potential to increase learners' motivation and encourage lifelong learning habits. This aligns with the principles of gamification, which is the application of game design principles and mechanics to non-game contexts to enhance user engagement and motivation.

However, the study also identified a couple of technological limitations of mobile apps, which may hinder the effectiveness of language learning. For instance, the lack of real-time feedback or interaction with native speakers may limit the opportunities for learners to practice speaking and receive accurate feedback. Additionally, the limited capacity of mobile devices may limit the amount and complexity of content that can be presented.

In summary, the positive attitudes expressed by learners towards mobile apps for English language learning suggest that these apps have the potential to provide flexible, learner-centered, and engaging learning environments. However, the technological limitations of these apps need to be addressed to maximize their effectiveness in improving language learning outcomes.

DISCUSSION

When asked about the benefits of using mobile apps for language learning, the majority of the respondents (75.5%) reported that using these apps helps them improve their language skills, while 21.5% reported that it saves them time and money compared to traditional language courses. Regarding the challenges of using mobile apps for language learning, the majority of the

respondents (68.4%) reported that they lack the motivation to use the apps regularly, while 24.1% reported that they find it difficult to stay focused while using the apps. Finally, the respondents were asked to provide suggestions for improving the effectiveness of using mobile apps for language learning. The most common suggestions were to add more interactive and engaging features to the apps, to provide more personalized content, and to offer more feedback and guidance on the users' progress.

The respondents' feedback on the benefits and challenges of using mobile apps for language learning provides valuable insights into how these apps can be optimized for more effective language learning. The fact that the majority of respondents reported that using mobile apps helped them improve their language skills suggests that these apps are perceived as effective tools for language learning. [10]

However, the challenge of lacking the motivation to use the apps regularly, which was reported by the majority of respondents, indicates that mobile apps may not be sufficient in providing the necessary motivation for language learners. This highlights the importance of incorporating motivational strategies and techniques into the design of language learning apps to encourage learners' engagement and persistence in using the apps. Furthermore, the respondents' suggestions for improving the effectiveness of using mobile apps for language learning, such as adding more interactive and engaging features, providing more personalized content, and offering more feedback and guidance, align with the principles of learner-centered and task-based language teaching. [11]

These principles emphasize the importance of tailoring the learning experience to the learners' needs, interests, and goals and providing meaningful and relevant learning tasks that enable learners to use the language in authentic contexts. Overall, the feedback provided by the respondents suggests that mobile apps can be effective tools for language learning, but their effectiveness can be further enhanced by incorporating motivational strategies, providing personalized and engaging content, and offering feedback and guidance on learners' progress.

CONCLUSION

In summary, mobile teaching and learning English offer several advantages over traditional methods of language learning. However, it is important to address the challenges and ensure that learners have access to the necessary technology and teacher training to make this approach effective. It is important to note that the study has certain limitations, such as the relatively small sample size of 8% of the student population and the fact that most of the respondents were from Atyrau, which may affect the generalizability of the findings. In addition, the study did not take into account factors that may influence student perceptions, such as their ability, prior experience with technology, prior language background, and personality type. Thus, the results should be viewed as reference data rather than universally applicable.

Further research is recommended to investigate the effect of mobile learning on language acquisition, the relationship between student perceptions and actual skill achievement, and the diversity of respondents from various cultural and educational backgrounds. These studies can contribute to a better understanding of the use of mobile technology in language learning and may lead to improvements in curriculum and instruction mediated by technology.

The study's findings support the notion that mobile devices and educational apps can be effective and beneficial tools for language learning, particularly in providing personalized and learner-centered environments. This highlights the importance of language teachers and educational institutions adapting to the changing landscape of language learning by incorporating technology in a way that enhances the learning experience for students.

Moreover, the study's emphasis on considering individual differences, such as gender and English proficiency level, is an important aspect of effective language teaching. Taking individual differences into account can help teachers tailor their instruction and provide relevant and

meaningful learning experiences for each student, which can ultimately lead to better learning outcomes.

In conclusion, the study provides valuable insights for language teachers and educational institutions on the potential benefits and challenges of incorporating mobile devices and educational apps into language learning. By considering individual differences and adapting to the changing landscape of language learning, teachers and educational institutions can provide more effective and engaging learning experiences for their students.

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Университет студенттерінің мобильді оқыту және ағылшын тілін үйренуі

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Мақалада университет студенттерінің көзқарасы бойынша ағылшын тілін оқыту мен оқуда мобильді құрылғыларды қолданудың тиімділігін зерттеу мақсатында жүргізілген зерттеу ұсынылған. Зерттеудің мақсаты студенттердің ағылшын тілін үйренуге арналған мобильді қосымшаларды пайдалануға қызығушылығын анықтау, студенттердің ұялы телефондарына жүктелген білім беру Қосымшаларының әлеуетін зерттеу және ағылшын тілін үйрену үшін университеттің аудиториялық сабақтарына мобильді құрылғылардың интеграциясын бағалау болды. Зерттеу барысында Атырауда орналасқан университеттерде оқитын студенттердің жауаптары Google Forms көмегімен жасалған онлайн-сауалнама арқылы жиналды. Жауаптарды авторлар талдады, ал кейбір студенттермен мобильді құрылғыларды пайдалануды тілді үйрену үшін нақты қолданумен байланыстыру үшін кейінгі сұхбаттар жүргізілді. Мақалада мобильді құрылғыларды университетте Оқу процесінде білім беру құралы ретінде пайдалану ағылшын тілін оқыту мен үйрену тәжірибесін қабылдауды кеңейте алады деген қорытынды жасалады. Жалпы, мобильді құрылғыларды университеттік білім беруде білім беру құралы ретінде пайдалану соңғы жылдары кең таралуда. Смартфондар мен планшеттер сияқты мобильді құрылғылар студенттер мен оқытушыларға курс материалдарына қол жеткізуге, бірлескен іс-шараларға қатысуға және кез келген уақытта және кез келген жерде бір-бірімен байланысуға икемді мүмкіндіктер береді. Студенттер мен курсанттардың нақты қажеттіліктері мен мақсаттарын ескере отырып, мобильді құрылғылардың оқу бағдарламасына ойластырылған және мақсатты түрде біріктірілуі маңызды.

Түйінді сөздер: Ақпараттық технологиялар, бағдарламалық жасақтама және аппараттық құралдар, Microsoft Office бағдарламалар пакетін қолдану, әлеуметтанулық зерттеулер, әлеуметтанулық зерттеулердің тиімділігі.

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Мобильное обучение и изучение английского языка студентами университета

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В статье представлено исследование, проведенное с целью изучения эффективности использования мобильных устройств в преподавании и изучении английского языка с точки зрения студентов университета. Целью исследования было выяснить заинтересованность студентов в использовании мобильных приложений для изучения английского языка, изучить потенциал образовательных приложений, загруженных на мобильные телефоны студентов, и оценить интеграцию мобильных устройств в аудиторные занятия в университете для изучения английского языка. В исследовании были собраны ответы студентов, обучающихся в университетах, расположенных в Атырау, с помощью онлайн-анкеты, созданной с использованием GoogleForms. Ответы были проанализированы авторами, а с некоторыми студентами были проведены последующие интервью, чтобы связать использование мобильных устройств с их фактическим применением для изучения языка. В статье делается вывод о том, что использование мобильных устройств в качестве образовательного инструмента в процессе обучения в университете способно расширить восприятие опыта преподавания и изучения английского языка. В целом, использование мобильных устройств в качестве образовательного инструмента в университетском образовании становится все более распространенным в последние годы. Мобильные устройства, такие как смартфоны и планшеты, предоставляют студентам и преподавателям гибкие возможности для доступа к материалам курса, участия в совместной деятельности и общения друг с другом в любое время и в любом месте. Важно,

чтобы мобильные устройства были интегрированы в учебную программу продуманно и целенаправленно, с учетом конкретных потребностей и целей студентов и курса.

Ключевые слова: информационные технологии, программное и аппаратное обеспечение, применение пакета программ MicrosoftOffice, социологические исследования, эффективность социологических исследований.

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