## ПЕДАГОГИКАЛЫҚ ҒЫЛЫМДАР / ПЕДАГОГИЧЕСКИЕ НАУКИ / PEDAGOGICAL SCIENCES

# MOBILE LEARNING AT ENGLISH LESSONS TO FORM THE PROFESSIONAL COMPETENCIES OF UNIVERSITY STUDENTS

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**Abstract**

This article is devoted to studying the prospects of integrating mobile applications at the lessons, as well as in independent work on English teaching students of non-linguistic specialties of the university. We have carried out experimental - experimental work, aimed at researching and evaluating the possibilities of using mobile applications for classroom and independent study of English by students. An analysis of the questionnaire revealed a positive attitude of the first- second year students of various specialties and different levels of English proficiency towards the use of mobile applications not only in the classroom, but also during independent work, as well as the basic functions of the mobile application that fully satisfy the needs of students . In addition to questionnaires, an experiment was conducted in the control and experimental groups in order to identify the effectiveness of a mobile application using in teaching professional vocabulary in English. The results of this research can contribute to the practice of using mobile learning, as well as expand the opportunities for universities to integrate mobile learning in the process of learning English.

**Key words**: educational process, foreign language teaching methodology, professional competence, E-learning, mobile application, ICT.

# БІЛІМ АЛУШЫЛАРДЫҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ ҮШІН АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА SMART – ОҚЫТУДЫ ҚОЛДАНУ

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**Аңдатпа**

Берілген мақала сабақтарда мобильді қосымшаларды интеграциялау перспективаларын зерттеуге, сондай-ақ ЖОО-ның тілдік емес мамандықтары студенттерінің шет тілін оқытудағы өзіндік жұмысына арналған. Біз студенттердің ағылшын тілін аудиториялық және өз бетінше үйренуіне арналған мобильді қосымшаларды пайдалану мүмкіндіктерін зерттеуге және бағалауға бағытталған тәжірибелік – эксперименталдық жұмыс жүргіздік. Өткізілген сауалнаманы талдау кезінде әр түрлі мамандықтағы 1-2 курс студенттерінің және ағылшын тілін меңгерудің түрлі деңгейіндегі мобильдік қосымшаларды тек сабақтарда ғана емес, сонымен қатар өзіндік жұмыс барысында қолдануға деген оң қатынасы анықталды, сондай-ақ оқушылардың қажеттіліктерін толық қанағаттандыратын мобильді қосымшалардың негізгі функциялары шығарылды. Сауалнамадан басқа ағылшын тілінде кәсіби лексикамен жұмыс істеу үшін мобильді қосымшаны пайдалану тиімділігін анықтау үшін бақылау және эксперименттік топтарда эксперимент жүргізілді. Осы зерттеудің нәтижелері мобильді оқытуды қолдану тәжірибесіне үлес қоса алады, сондай-ақ жоғары оқу орындары үшін ағылшын тілін оқыту процесінде мобильді оқытуды интеграциялау мүмкіндіктерін кеңейте алады.

**Түйінді сөздер**: білім беру процесі, шет тілін оқыту әдістемесі, кәсіби құзыреттілік, Е-оқыту, мобильді қосымша, АКТ.

# ИСПОЛЬЗОВАНИЕ SMART – ОБУЧЕНИЯ НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ ОБУЧАЮЩИХСЯ

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**Аннотация**

Данная статья посвящена изучению перспектив интеграции мобильных приложений на уроках, а также в самостоятельной работе по обучению ИЯ студентами неязыковых специальностей вуза. Нами была проведена опытно – экспериментальная работа, направленная на исследование и оценку возможностей использования мобильных приложений для аудиторного и самостоятельного изучения английского языка студентами. При анализе проведенного анкетирования было выявлено положительное отношение студентов 1-2 курсов разных специальностей и разного уровня владения английским языком к использованию мобильных приложений не только на занятиях, но и при самостоятельной работе, а также были выведены основные функции мобильного приложения в полной мере удовлетворяющего потребности учащихся. Кроме анкетирования был проведен эксперимент в контрольной и экспериментальной группах для того, чтобы выявить эффективность использования мобильного приложения для работы с профессиональной лексикой на английском языке. Результаты данного исследования могут внести вклад в практику использования мобильного обучения, а также расширить возможности для вузов по интеграции мобильного обучения в процессе обучения английскому языку.

**Ключевые слова:** образовательный процесс, методика преподавания иностранного языка, профессиональная компетенция, Е-обучение, мобильное приложение, ИКТ.

## Introduction

The modern education system requires the active introduction of pedagogical innovations and computer-based teaching methods in order to improve the quality of education and its results. The main goal of the modern education is to meet the current and future needs of the individual, society and the state, to prepare a diversified personality - a citizen of his country, capable of social adaptation in society, the beginning of a career, self-education and self-improvement [1]. Also, the modern education system requires an increase in the level of knowledge and skills in subjects of the curriculum and takes the degree of their mastery to a fundamentally new level - the level of conscious professional competencies. A highly qualified specialist should be able to independently organize their activities, find and use the information necessary for further work, use information and communication technologies, navigate in the conditions of a frequent change of technologies, and also communicate effectively with colleagues, administration and consumers.

These competencies are formed, in particular, when teaching the discipline «Foreign Language». In addition, at these lessons, professional competencies are formed in parallel, inextricably linked with disciplines in the specialty profile. A foreign language, as an educational discipline, has a great potential for creating conditions for the cultural and professional development of students. Professional competencies are willingness and ability to independently analyze and practically solve significant professional problems on the basis of acquired knowledge and skills, acquired experience [2]. The formation of professional competencies is facilitated by a combination of traditional forms of teaching and innovative electronic ones. Today, the circumstances due to which there is a need to use a competency-based approach in education are listed, as well as the advantages of e-learning are also highlighted [3]. It has been practically proved that thanks to e-learning, the time for

assignment and verification of tasks is reduced, the system automatically shows student`s correctness of the process of solving the problem; there is an opportunity to vary tasks in accordance with the level of students' training, which allows them to work on educational material individually, to choose the pace and depth of study; classroom time is freed up, which can be used to organize other forms of educational activity; maximum objectivity and efficiency in assessing the results of the educational process is achieved [1].

Of course, each new technology, as a rule, leads to new perspectives in education. Today, the methodology of teaching foreign languages belongs to the field, which has undergone great changes as a result of the rapid improvement of technology [4]. For students of all levels who were born and raised in the information society, the use of modern technology is a completely natural part of life. Electronic devices are increasingly being used as tools for education and language studying. Currently, special attention in the world of information technology is given to the growing sector of smart devices and mobile applications. Analysis of the modern market has shown that tablets and smartphones are one of the most promising areas of development in the near future and the concept of «mobile learning» is gaining great popularity. Changes in mobile technology, the development of information technology and telecommunications have prompted participants in the educational process to take advantage of «anytime» and «anywhere» in learning and teaching. Mobile phones and other digital devices have become an integral part of every person's life in the 21st century. More and more often, we observe that the educational practice of schoolchildren, college and university students is not complete without mobile technologies, for example: to obtain information from the Wikipedia Internet encyclopedia, to search for necessary information, translate words or phrases using a translation program, to visualize information, to viewing video lectures, as well as for testing or questioning online [5]. MobileAssistedLanguageLearning (MALL) is a technology that is considered in the educational environment as a promising technology for language teaching, due to its accessibility and versatility. All this led to *the relevance* of this research. How effective and useful are these devices for English learning? Currently, users of mobile devices have access to a huge number of applications for learning foreign languages, especially English. Moreover, today there are mobile applications and programs focused on different aspects of teaching a foreign language. These are programs - translators, these are applications that are designed to develop vocabulary skills and expand the vocabulary of students. During the study, we were also interested in professionally-oriented applications for learning English for special purposes. Unfortunately, we are forced to state that developers pay very little attention to the creation of such applications, and free applications are completely absent. To solve this issue, a goal was formed - to study the effectiveness of mobile applications, as well as to develop own mobile application for studying professional vocabulary in English.

In accordance with the goal, the following research *objectives* were identified:

1.     to describe the features of introducing own mobile application in the organization of students' work in teaching professional vocabulary in English;

2.     to consider mobile applications as an effective way to teach English specialized vocabulary;

3.     to analyze the possibilities of mobile devices practical use in educational process.

**Research methods**

To solve the objectives, the following *research methods* were used: analysis of theoretical literature, scientific experiment, scientific observation, questionnaires and statistical analysis.

The scientific *novelty* of this research is a detailed review and description of teaching methods for professional English using mobile applications.

To consider the issue of the effectiveness of the mobile applications using in the educational process, we conducted pilot testing on the basis of North Kazakhstan State University named after M. Kozybaev among students of 1-2 courses of different specialties, language training levels (KLL-19, FPT-18 (1) kaz., group B1 level (AF), group A1 level (FMNS). We conducted a survey of potential users who want to study the language using a mobile device. Based on an analysis of the results, it can be confidently stated that students aged 17 to 20 years old (67 respondents in total) are interested in mobile learning. Most of the respondents (41%) use mobile applications for games and entertainment, and only a third of the survey participants (25.4%) apply technical device as obtaining knowledge.

**The results of research**

The objective of the main experiment was to conduct a comparative analysis in identifying the effectiveness of the use of mobile applications and their practical assistance in improving the quality of education, namely, in the study of professional vocabulary at the lesson on the subject «Professionally Oriented Foreign Language». In the control subgroup, a traditional lesson of the English language was held, and in the experimental one, a lesson using mobile devices. To obtain reliable and accurate results of the final experiment at an ascertaining stage, an analysis of students' knowledge on the topic of «Drying» of two groups was carried out. The results of the research at an ascertaining stage of assessing students' knowledge on the proposed topic are presented in Table 1.

Table 1  Results of the research of the 2nd year students` knowledge level of specialized vocabulary on the topic «Drying»

| Level | Control Group | Experimental Group |
|---|---|---|
| High | 2 (16.8%) | 1 (8.3%) |
| Average | 3 (25%) | 3 (25%) |
| Above average | 8 (58.2%) | 8 (66.7%) |

Based on the data obtained, we can conclude that the level of knowledge of specialized vocabulary is low in both groups. At the formative stage of the research, we conducted a traditional lesson in the control group and an unconventional lesson using mobile applications in the experimental group. Further, during the control phase of work, we carried out a cut of the level of knowledge of students of the two groups on the topic of «Drying». The research showed that students who familiarized themselves with new material using mobile devices, and students who studied material with a teacher, showed approximately the same result (see Table 2). However, it should be said that students who studied the material by the traditional method did not show interest and activity in familiarizing themselves with the new topic. And the students who used mobile applications have changed their focus on obtaining knowledge.

Table 2  The results of the control phase of the research

| Level | Control Group | Experimental Group |
|---|---|---|
| High | 5 (38%) | 4 (33%) |
| Average | 4 (31%) | 5 (42%) |
| Above average | 4 (31%) | 3 (25%) |

## Conclusion

One of the main conclusions, based on the results of the practical - experimental part, is that the use of mobile devices as part of the educational process allows to increase the activity of cognitive activity of students regardless of specialty and level of language training and their level of material assimilation, as well as to develop and strengthen motivation to learn a foreign language. We noted that at the lesson using the mobile application, the material was learned better, students showed particular interest in studying a new topic, and better solved the tasks assigned to them. It would also like to note that the frequent use of non-traditional lessons with the use of mobile devices is irrational, since this form of the educational process can cause a loss of students` stable interest at the foreign language lesson.

Summing up, it must be said that no matter how successful traditional teaching methods are, modern reality requires the search for new and effective forms of teaching.

What and how to teach today so that our students will be succeed tomorrow is the main ideology of modern education. To instill skills of independent learning throughout life, to teach interaction at different levels, to develop independent and critical thinking - these and many other principles make up the development strategy of modern educational technologies [6].

If we prepare our students for a life after graduation, we must allow them to use those tools that in the future will still become a part of their daily lives.

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