

Попандопуло Анар Сериковна* – PhD, «Тұлғалық дамыту және білім беру» кафедрасының постдокторанты, «Торайғыров университеті» КЕАҚ, Қазақстан Республикасы, 140000, Павлодар қ., Торайғыров к., 30-66, телефон 87059611438, e-mail: anaralinara79@mail.ru.

Кажикенова Гульнар Муратовна – PhD, «Тұлғалық дамыту және білім беру» кафедрасының қауымдастырылған профессоры, «Торайғыров университет» КеАҚ, Қазақстан Республикасы, 140000, Павлодар қ., Ломова к., 64, телефон 87773326165, e-mail: gulnara709@mail.ru.

Нурғалиева Муршида Елубаевна – PhD, «Тұлғалық дамыту және білім беру» кафедрасының қауымдастырылған профессоры, «Торайғыров университет» КеАҚ, Қазақстан Республикасы, 140000, Павлодар қ., Ломова к., 64, телефон 87778680682, e-mail: murshida80@mail.ru.

Мейрамғалиева Адина Ерлановна – «Тұлғалық дамыту және білім беру» кафедрасының оқытушы (ассистенті), «Торайғыров университет» КеАҚ, Қазақстан Республикасы, 140000, Павлодар қ., Ломова к., 64, телефон 87051297172, e-mail: meiramgaliyeva@bk.ru.

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IMPACT AND EFFECTIVENESS OF MOBILE APPLICATIONS IN TEACHING

Rizakhodzhayeva G.A.* – PhD, Associate Professor of the Foreign languages teaching Department, Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Republic of Kazakhstan.

Akeshova M.M. – PhD, Associate Professor of the Language School, International University of Tourism and Hospitality, Turkestan, Republic of Kazakhstan.

Abdulamit I.S. – Master of Pedagogical Sciences of the Foreign Languages Teaching Department, Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Republic of Kazakhstan.

Mussabekova G.Z. – Candidate of Pedagogical Sciences, Associate Professor of the Journalism and translation studies department, Turan University, Almaty, Republic of Kazakhstan.

The article discusses the prospects of using mobile applications in foreign language learning. The relevance of the research topic lies in the need to make corrections in the content and technical support of the process of development of preparation skills of language learners in the modern digital paradigm of education. The research methodology consists of analysis of modern works of researchers in the field of digitization and application of mobile applications in foreign language learning. The article presents examples of the use of some mobile applications in teaching pronunciation during the English lessons. The developed algorithm for the use of mobile technologies in teaching a foreign language was tested during experimental training in practical English classes, and confirmed by the analysis of the results of the conducted research. This article contains the conclusions derived from findings of research conducted with English learners, which showed positive dynamics. Mobile applications "Spell and pronounce" and "EWA" were effective in the development and assessment of pronunciation skills in English. We hope that in the future, modern educators of our digitally developed state will find mobile platforms effective and they will help them in teaching English pronunciation skills.

Key words: sounds, pronunciation, mobile app, English, developing, evaluating.

ВЛИЯНИЕ И ЭФФЕКТИВНОСТЬ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ В ОБУЧЕНИИ

Ризаходжаева Г.А.* – доктор PhD, ассоциированный профессор кафедры педагогических иностранных языков, Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави, Туркестан, Казахстан.

Акешова М.М. – доктор PhD, ассоциированный профессор языковой школы, Международный университет туризма и гостеприимства, Туркестан, Казахстан.

Абдуламит И.С. – магистр педагогических наук кафедры педагогических иностранных языков, Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави, Туркестан, Казахстан.

Мусабекова Г.З. – кандидат педагогических наук, ассоциированный профессор кафедры журналистики и переводческого дела, Университет «Туран», Алматы, Казахстан.

В статье рассматриваются перспективы использования мобильных приложений в обучении иностранному языку. Актуальность темы исследования заключается в необходимости внесения корректив в содержание и технического обеспечения процесса развития навыков готовения у обучающихся языку в современной цифровой парадигме образования. Методологию исследования составляют анализ современных работ исследователей в сфере цифровизации и применения

мобильных приложений в обучении иностранному языку. В статье представлены примеры применения некоторых мобильных приложений в обучении произношению на уроках английского языка. Разработанный алгоритм использования мобильных технологий в обучении иностранного языка апробирован в ходе проведения экспериментального обучения на практических занятиях по английскому языку, и подтверждаются анализом результатов проведенного исследования. В данной статье, приводятся заключения о результатах исследования проведенных с обучающимися английскому языку, которые показали положительную динамику. Мобильные приложения «Spell and pronounce» и «EWA» были эффективны в развитии и оценке навыков произношения на английском языке. Надеемся, что в дальнейшем современным педагогам нашего цифрово-развитого государства мобильные платформы будут эффективны и помогут в развитии навыков произношения английского языка.

Ключевые слова: звуки, произношение, мобильное приложение, английский язык, развивать, оценка.

МОБИЛЬДІ ҚОСЫМШАЛАРДЫҢ ОҚЫТУДАҒЫ ӘСЕРІ МЕН ТИІМДІЛІГІ

Ризаходжаева Г.А.* – PhD докторы, педагогикалық шетел тілдері кафедрасының қауымдастырылған профессоры, Қожа Ахмет Ясауи атындағы халықаралық қазақ-түрік университеті, Түркістан қ., Қазақстан Республикасы.

Акешова М.М. – PhD докторы, тілдер мектебінің қауымдастырылған профессоры, Халықаралық туризм және меймандостық университеті, Түркістан қ., Қазақстан Республикасы. Абдуламит И.С. – педагогикалық шетел тілдері кафедрасының магистрі, Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті, Түркістан қ., Қазақстан Республикасы.

Мусабекова Г.З. – педагогика ғылымдарының кандидаты, журналистика және аударма ісі кафедрасының қауымдастырылған профессоры, «Тұран» университеті, Алматы қ, Қазақстан Республикасы.

Мақалада шет тілін оқытуда мобильді қосымшаларды қолданудың келешегі талқыланады. Зерттеу тақырыбының өзектілігі қазіргі цифрлық білім беру парадигмасында тіл үйренушілердің дайындық дағдыларын дамыту үдерісінің мазмұны мен техникалық қамтамасыз етілуіне түзетулер енгізу қажеттілігінде. Зерттеу әдістемесі цифрландыру және шет тілін оқытуда мобильді қосымшаларды пайдалану саласындағы зерттеушілердің заманауи жұмыстарын талдаудан тұрады. Мақалада ағылшын тілі сабақтарында айтылымды үйретуде кейбір мобильді қосымшаларды қолдану мысалдары келтірілген. Шетел тілін оқытуда мобильді технологияларды қолданудың әзірленген алгоритмі тәжірибелік сабақтарда ағылшын тілінен тәжірибелік сабақтарда сынақтан өтті және зерттеу нәтижелерін талдау арқылы расталды. Бұл мақалада оң динамика көрсеткен ағылшын тілін үйренушілермен жүргізілген зерттеу нәтижелері туралы қорытындылар берілген. «EWA and pronounce» және «EWA» мобильді қосымшалары ағылшын тілінде айтылу дағдыларын дамыту және бағалауда тиімді болды. Болашақта цифрлық дамыған мемлекетіміздің заманауи мұғалімдері мобильді платформаларды тиімді деп тауып, олардың ағылшын тілінде айтылу дағдыларын дамытуға көмектеседі деп сенеміз.

Түйінді сөздер: дыбыстар, айтылым, мобильді бағдарлама, ағылшын тілі, дамыту, бағалау.

Introduction

The rapid development of our modern society and increasing competition in any field of the world are the main reasons for the growth of language usage. The scope of application of the English language, which is worthy of international status, is also growing day by day. There is no doubt that pronunciation skills play a key role in learning a language so that people can communicate with each other. For this purpose, when developing English pronunciation skills, it is necessary to have accuracy and fluency, clear and understandable pronunciation skills. P. Farhat and H. Dzakiriya [1, p. 58] show that teaching pronunciation in English improves the oral speech of EFL / ESL students. According to purhosein A.Gilakjani, teachers often do not pay attention to the pronunciation of English. It also highlights several reasons for this statement. The first reason is that some teachers lack knowledge, and the second reason is that the ability to pronounce fluently does not matter when teaching pronunciation [2, p.123].

The study and assessment of pronunciation skills is viewed differently from the point of view of each researcher, one of the most difficult skills of English is pronunciation and the other indicates that the pronunciation of English is one of the favorite areas of both teachers and learners [2, p. 123].

There is no need to learn pronunciation, which has become a complex debate among scientists and it is said that accurate pronunciation does not depend on personality and respect. While some scientists say that pronunciation can and should be learned and that it is an important part of communication that plays an important role in teaching a communicative language, A.Gilakjani says that English pronunciation is a cognitive skill that everyone can learn [3, p. 1252].

This article discusses some of the most significant issues related to pronunciation learning. Considered approaches to teaching different pronunciation, the role of English pronunciation in Language Teaching Methods and recommendations for teaching English and the importance of assessment.

According to A. Tsunemoto et.al., there are two different approaches to pronunciation. The first scene is called a narrow scene, which is considered to pronounce the correct sounds in the correct order. This approach includes research individual vowels and consonants. The second point of view refers to a broader point of view, which is called pronunciation, which is an important part of communicative competence. This view includes all vowels and consonants, as well as segmental sounds, functions such as stress in a word, stress in a sentence, and intonation. A narrow approach to pronunciation is concentrated in individual sounds and motor skills involved in their pronunciation. It is noted that they are separated from learning the communicative goals of language. Authors practically does not consider pronunciation as an important component of communication. From this point of view, pronunciation is recognized by the pronunciation of individual sounds and is somehow the result of the accent and intonation of the target language [4, p. 123].

According to T. Derwing and M. Munro, language accent and intonation are the most important reasons for teaching pronunciation. They clearly show that there are two different reasons for teaching accent and accuracy. T. Derwing and M. Munro defined accent as a complex feature that has a special impact on the meaning of the language when learning a second language. Speakers perform by output, and listeners perform by perception. Accent is a way of speaking for a particular person or nation. The emphasis is on the place of residence of its carriers, the socio-economic status of its carriers, the influence of their ethnicity, social class or native language [5, p. 383].

According to M. Pennington, the three main components of clarity are accent, degree, and understanding, that is, understanding what the speaker is saying to the listener. Even a strong accent can be easily perceived when the accent is familiar to listeners. Thus, we understand that understanding is a "two - way process" between the speaker and the listener [6, p. 18]. The speaker may be vague due to his accent or something that interferes with the listener. Therefore, it is clarified that accent and understanding are important components in learning pronunciation skills for a foreign language learner [7, p. 165].

Kenworthy emphasized the need for "convenient understanding", supporting the need for effective communication with students without excessive difficulty for the listener. In his opinion, since teaching pronunciation is aimed at generalizing thoughts among English speakers and listeners, it is necessary to teach pronunciation not on the basis of the purpose of learning, but on the basis of the purpose of understanding the listener and speaker. Morley points out that pronunciation can be difficult for many adult language learners, so requiring teachers to have a good pronunciation can negatively affect the motivation of a language learner. The pronunciation of a foreign language is not like the pronunciation of a native language, so many students are reluctant to express their thoughts because the accent is related to a person's opinion. Use of mobile devices and digitalization of education possibly increases the effectiveness of language teaching, particularly teaching pronunciation [8, p. 946102]. For this reason, analyzing different opinions, we want to talk about the ability to teach pronunciation in the right direction and its importance in learning a foreign language, several methods and principles of assessment for the development of clarity in fluent speech.

The assessment is carried out by the teacher and the language learner through the assessment of the pair, both on their part and with themselves. Before evaluating pronunciation in English, we need to teach correct pronunciation and make it accessible, interesting, modern, and not boring for the student. Modern approaches to teaching a second language generally recognize that pronunciation plays an important role in achieving successful achievement. However, the level of teaching pronunciation in the language class is different and " the amount of time and effort spent on this depends significantly on the specific teacher. Regular classes in the classroom or independent work of students indicates the degree of a student's pronunciation skills. Several factors contribute to the fact that Foreign Language teachers avoid teaching. Teachers are often not ready to develop their pronunciation skills and do not pay proper attention to teaching pronunciation in their curricula. Also, suitable methodological materials for teaching pronunciation are often not available [9, p.88].

When teaching a foreign language, subject teachers use extra-textbook data, audio or video recordings to teach pronunciation-oriented tasks. According to the updated curriculum, currently the school textbook is used only as a resource. And in the previous traditional teaching process, instructions on the phonological rules of the English language were often used, including words and dialogues, accent, spelling, sound standards, intonation models, listening to authentic materials or a combination of these methods. Many traditional approaches tend to focus more on language segments than segments. In other words, more attention is paid to production and individual sounds than to how sounds change when spoken in segments speech, i.e. words and rhythm due to the mixed influence of accent, language, related speech processes, secretions and intonation patterns were not guided [10, p. 582]. Due to in the development of pronunciation skills in teaching English, along with the ability to distinguish the patterns of language sounds, acoustic and articulatory features, it is important to understand its value, analyze and select the major of methods for

directing the language learner to correct and accurately pronounce. In our modern social society, the number of different devices for developing pronunciation skills is unlimited...

Research methods

Over the past fifteen years, scientific research has significantly expanded the possibilities of accessing and storing data on computers to provide large computer equipment and software analysis. Tools that allow you to record and digitize real spontaneous speech for storage and analysis of speech research have been developed and developed for several decades. These tools not only contributed to development, but also served as the basis for speech and natural language research and speech learning applications.

Hardware and software systems have been used for many decades in experimental phonetics as auxiliary tools for studying the physical properties of speech sounds, whether acoustic, articulatory, aerodynamic or perceptual. The analysis and processing of computerized speech signals has long been the basis for the use of speech technologies, and with the help of computer devices, a language learner can analyze their pronunciation skills in various laboratories even at home.

Understanding the benefits of a computer is an important step in the successful use of a computer in teaching English, in particular in teaching pronunciation. The role of teachers in the use of computers and various computer games for Foreign Language teachers and students play a major role in the development of foreign language pronunciation skills [11, p. 81]. Although it is convenient to use computer games in individual classes in general language learning, it is sometimes ineffective in working with English pronunciation skills. The reason is that computer equipment is not available for individual use by each student in almost all classes and is not suitable for free daily use. Therefore, in our research, we will cover methods for developing pronunciation skills and types of assessment using a mobile device.

"Students, teachers, content, environment and assessment are key components of mobile learning. The most important features of mobile learning are mobility, connectivity, flexibility, interactivity, context sensitivity, individuality and accessibility. Mobile learning is a popular generation of e-learning. Thanks to the new mobile devices with advanced features such as a high-density camera, large memory capacity, large screen size, long battery life, high-quality voice processing, etc., the level of interest of Language teachers has increased, especially English." Mobile devices increase motivation, make the learning process interesting for the audience, create a positive environment for students, and increase interest. Slow and lazy have a positive impact on changing students' skills. You can get positive feedback from both teachers and students about the use of mobile devices when learning English as a second language. This is due to the fact that it is easier for teachers and students to work together, creating an interesting environment, and quickly getting feedback, which increases the effectiveness of learning [12, p.366].

Results

The intellectual education system is a system that can adapt, change, and adapt to a group that is united with the public. A collaborative platform where teaching methods and tasks worthy of each student's abilities are established and evaluated. Such systems provide students with knowledge at the right level to get the maximum benefit from the system, while they are also encouraged in the learning process. Learning ability and learning speed are organized according to the ability of all different students to master data and continue in the system most suitable for students. As a result, the motivation of a language learner who learns voluntarily will not be disrupted, and the learning system will be productive. If the database becomes more complex for the student, the student's motivation decreases rapidly, self-confidence decreases, and motivation can disappear. Therefore, when choosing any learning platform, it is important to analyze the various second language skills of each language learner and determine the learning skills that the student has already developed and lagged behind. Most often, language learners develop late or have a very low level of foreign language pronunciation skills. Therefore, considering the accuracy of the student's pronunciation skills, fluency, correct spelling of sounds we decided to work in this direction with a platform for developing pronunciation skills on a mobile device. There are a lot of different platforms for developing pronunciation skills in English, but the real platform on which we are based "Spell and pronoun" and "Ewa" which are widely distributed around the world.

"Spell and pronounce" is a unique mobile phone app that helps you pronounce simple words accurately. This letter and pronunciation app will help users who have difficulty remembering the spelling and do not know how to pronounce the word correctly. The main concept of this application in terms of letters and pronunciation is to convert the voice into text, which will show the student the correct spelling options.

In our daily lives, we often find it difficult to write a word when we are in a hurry, or when time is tight, just press the button and you can listen to your own words using letters and pronunciation in this program. Features of this application:

➤ One of the main features in this impressive mobile phone app is to check your spelling. You go to the "spelling" section, press the microphone button and pronounce your sentence or word. The program will show you the exact spelling of the word or phrase you need. If you want to share it with your friends, you don't need to go to another icon, you just copy it and share it with your loved one once. If you want to use it, the Delete option is available on the same page.

➤ Another key feature of writing and pronunciation is the pronunciation of words or sentences. Go to the record speak and write down the word or phrase you need. Tap on the speaker. It says what you write on the page. You don't need to go to another page, the copy, paste, delete, share and microphone option is created on the same page.

➤ One of the great signs of writing and pronunciation is that the app corrects your incorrect pronunciation.

➤ Another great feature is that if you want to write at a slow pace, it will write alphabets one by one.

➤ Spell and pronounce is a convenient program that responds quickly. There are no delays in responding.

Our research work aimed at developing students 'pronunciation skills through the program" Spell and pronounce" was conducted at the T. Ibragimov Secondary School in Otyrar district, Turkestan region, Republic of Kazakhstan. The experiment involved an experimental group A (20 students) and a control group B (21 students). The main data on the study covered a period of four weeks. The research work consisted of two main stages. First of all, as organizational methods for diagnosing students ' abilities, we chose the following methods: differentiation, interviews. Through this platform "spell and pronounce" level tasks were given from the Research Group A /20 students/ and control group B /21 students/ evaluating pronunciation skills. The most remarkable feature is that through this program, the student can see their success realistically and quickly. At the same time, they can improve their own level of pronunciation by performing special tasks for at least 4 weeks. In the assessment of students ' ability to speak English through the program four different letter grades were evaluated: A, B, C and D. We developed an analysis of the results of two groups, marking this letter assessment system with a point scale. The first results of the control tasks carried out under the program presented in Figure 1,2.

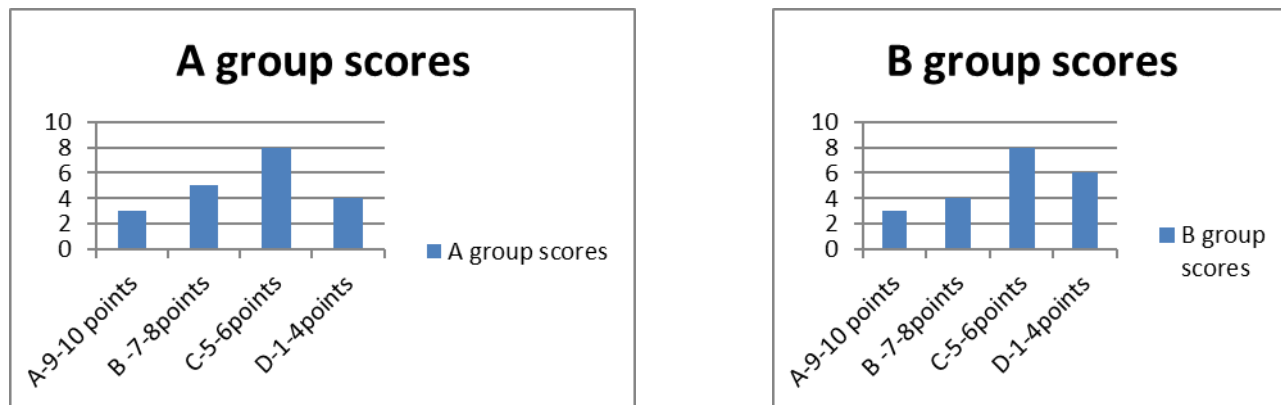


Figure 1. – The results of the test before conducting the research work obtained from students of Group A and B through the "Spell and pronounce" platform.

From the initial tests obtained through the program, according to Group A (20 students) the study showed 3 students at level A, 5 students at Level B, 8 students at Level C and 4 students at Level D. Based on the results of the tests conducted in the second Control Group B (21 students), 3 students were identified at level A, 4 students at Level B, 8 students at Level C and 6 students at Level D. This result shows that students' pronunciation skills in English are not formed correctly.

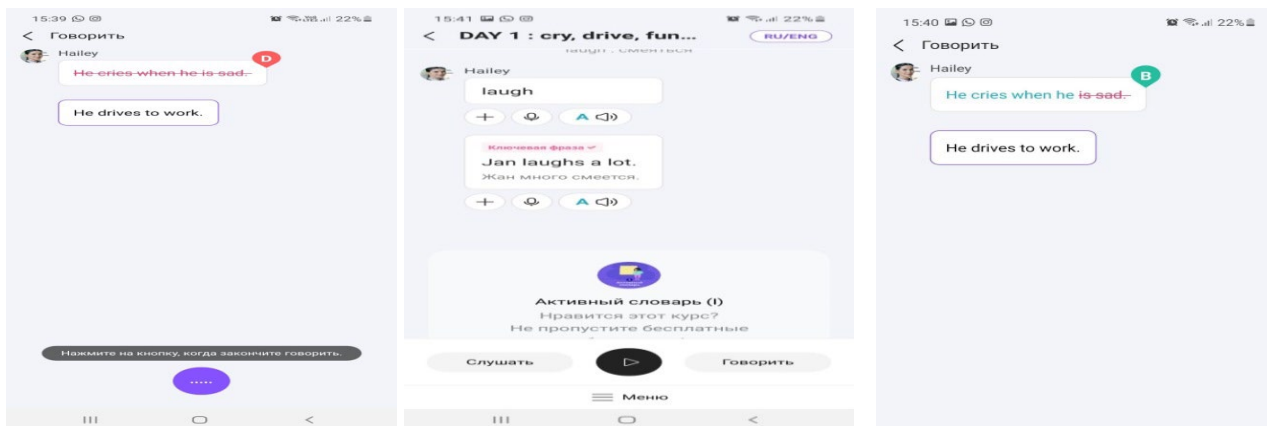


Figure 2. – The nature of the task evaluation of the "Spell and pronounce" platform.

Discussions

It is a great responsibility of every teacher to give a sincere assessment of the student. The assessment is an important tool for creating conditions for increasing the motivation of our students to learn. Every student should participate in the assessment process if they want to achieve a good educational result. For this reason, it is necessary to come up with different assessment methods so that they do not interfere with learning [13, p. 139].

In the modern education system, formative assessment and summative assessment of a student's knowledge is carried out in daily lessons. In the formative assessment, within the framework of the topic passed in each lesson, the teacher prepares criteria for each task and assigns points between 1-10 points. Summative assessment is carried out as a control work at the end of each section and at the end of the term. In summary control, each task is assigned evaluation criteria, so the student learns what they learned during the task, what task they failed to master and what topic they need to practice more. However, for Foreign Language teachers, it is difficult to create criteria for assessing the accuracy of English pronunciation skills, as teachers are limited to evaluating speaking, reading, writing and reading skills in teaching a foreign language. Since creating and evaluating criteria for pronunciation skills takes a lot of time during the lesson, we considered using a telephone device as an effective method. The "Spell and pronounce" platform on the phone device provides the student with special exercises for at least 1 month and automatically displays the correct mark. Intensive work was carried out through the "Spell and pronounce" program and the additional "EWA" platform.

EWA-the app allows you to test your knowledge and pass tests before you start learning a language. EWA, designed for people who already know a foreign language, an audience that uses their skills and wants to increase the number of words. When EWA stops developing its vocabulary for the user, sooner or later the user begins to forget the words. Developers have spent a lot of time making reading categories as interesting as possible. The program is very interesting-now there are a lot of TV shows and movies that everyone can watch. The app contains content that is currently on trend. Also, texts from classical literature that you have heard at school or seen online, texts from popular American TV series, etc. thanks to this diversity, language learning becomes more comprehensive, because you will see a lot of words and be able to learn different areas of life. There is a lot of interesting content where the user highlights unfamiliar words and teaches them to learn these words and add them to their vocabulary. Looking at these listed features, it can be seen that this platform focuses on the pronunciation of every word in English. Advantages of the program:

- increases vocabulary;
- there is always a choice-to learn words from a series or read classics;
- quickly learns by listening to the pronunciation of unfamiliar words [14, p.271].

Our practice aimed at developing students' pronunciation skills and assessment methods contributed to the correct assimilation of the sound features of the English language, the characteristics of changes and pronunciation of English letters.

The course of scientific research was carried out in the classroom for students of the 8th grade within the framework of calendar topics approved by the state standard for November-December. During the lesson, various techniques and games were considered in order to create a good atmosphere. The types of methods and practical materials to learn pronunciation were as follows:

- Listening and imitating
- Phonetic learning
- Minimum paired drills
- Minimum context pairs
- Visual aids (such as sound-color chart, Fidel wall diagrams, rods, drawings, mirrors, etc.)
- Tongue twisters (for example, a method of speech correction strategies for a native speaker).
- Exercises to bring development closer.
- The practice of vowel and accent shift associated with affixation
- Read aloud / read
- Interesting lessons were conducted with students' speech recordings [15, p.311].

When working with these exercises, the mobile programs "Ewa" and "Spell and pronounce" are constantly used. At each lesson, students tried to listen carefully to all the notes, as well as write their own voice without errors. The audio was recorded in the telephone program, comparing similar sound systems in the native language and English by pronouncing words individually and in chorus. At the end of each week, the results of the exercises presented in the students' Platform program were analyzed and the students were given motivation from the teacher.

The use of the "Ewa" and "Spell and pronounce" platforms in teaching English to students showed the following results:

- students were able to read the words correctly;
- they are used to making their own notes;

- their pronunciation skills have been significantly improved by repeating the correct pronunciation of words and phrases;
- they learned to identify the features of the sound of English letters;
- students' motivation to speak English has increased;
- the student quickly learned the grade on pronunciation skills and tried to move up from the lower level of C to the level of B and from the level B to the level of A;
- the teacher saved time on developing a special tutorial, task and did not need to create criteria for evaluating a student, because the platform automatically displays all tasks and points.

To find out the final result of our four-week research experience, the post-test was taken from the students of Group A and Group B under control through the "Spell and pronounce" platform. The result indicator presented in Figure 3.

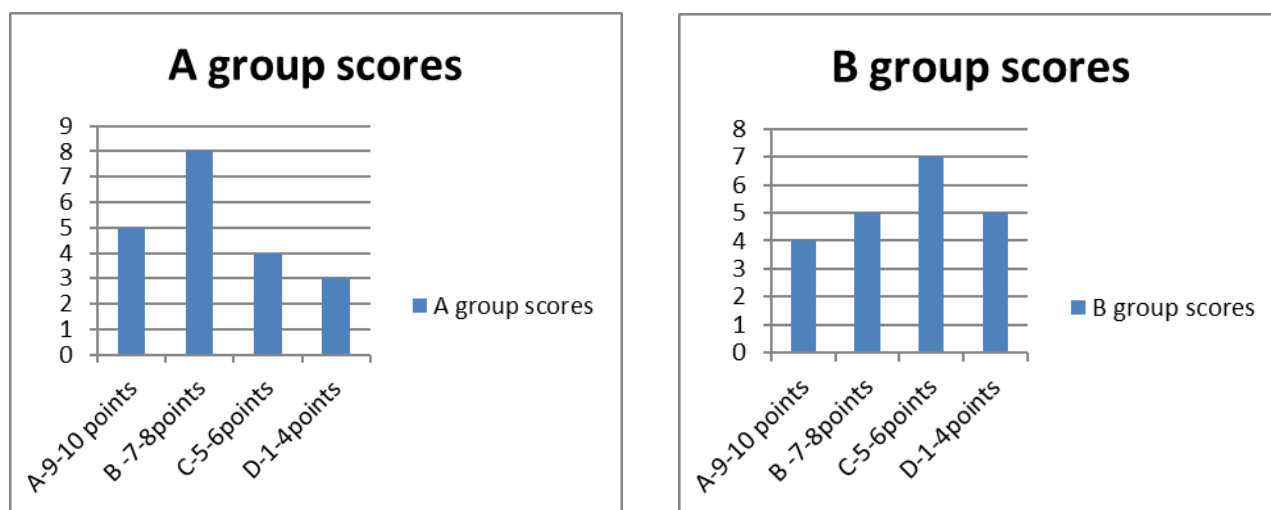


Figure 3. – Post-test obtained from students of Group A and B through the " Spell and pronounce " platform.

Among the latest tests taken under the program according to Group A (20 students), the study showed 5 students at Level A, 8 students at Level B, 4 students at Level C, and 3 students at Level D. Based on the results of the test conducted in the second control group B (21 students), 4 students were identified at level A, 5 students at Level B, 7 students at Level C and 5 students at Level D.

If we compare this result, especially with the indicator before passing different classes through the "Spell and pronounce" program of the studied Group A, we can see that the number of students with A9-10 score increased from 3 to 5 students, B with a score of 7-8 points increased from 5 to 8 students, C with a score of 5-6 points decreased from 8 to 4 students, and the number of children with a minimum score of 1-4 points decreased from 4 to 3.

At the same time, we noticed that the students were used to freely pronounce phonetic sounds independently, recorded phonetic transcription and were able to recognize sounds by listening, distinguish features of sounds. During the work, students often find it difficult to pronounce the combined letters th, wh, ch, sh, oe, ir which are often mistaken. With the help of audio speech, such obstacles have been repaired and some pronunciation skills have been improved.

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Conclusion

To sum up, first of all, when learning English, the main focus should be on the correct pronunciation, accuracy of words and the ability to correctly evaluate the student's pronunciation skills. If you do not have correct pronunciation skills, you will not be able to speak English correctly. To do this, it is necessary to correctly evaluate the student's development activities using the most effective methods for developing pronunciation skills. The use of mobile programs "Spell and pronounce and " EWA" aimed at developing the pronunciation skills of language learners showed positive results from the studied Group A. Since English is a world language, when using these methods, it is important to note that the second / foreign language learning is accompanied by sound and meaning.

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Information about the authors:

Rizakhodzhayeva Gulnara Abdumazhitkyzi – PhD, Associate Professor of the Foreign languages teaching department, Khoja Akhmet Yassawi International Kazakh-Turkish University, Republic of Kazakhstan, X42F6X7 Turkestan, 29 B.Sattarkhanov Str., tel.: 8777 025 49 49, e-mail: gulnara_rizahodja@mail.ru.*

Akeshova Madina Murzakhanovna – PhD, Associate Professor of the Language School, International University of Tourism and Hospitality, Republic of Kazakhstan, X43C6T4 Turkestan, 14B Rabiga Sultan Begim Str., tel.: 8701 159 23 95, e-mail: madina_shakh@mail.ru.

Abdulmit Indira – Master of Pedagogical Science, the Foreign languages teaching department, Khoja Akhmet Yassawi International Kazakh-Turkish University, Republic of Kazakhstan, X42F6X7 Turkestan, 29 B.Sattarkhanov Str., tel.: 8777 422 91 22, e-mail: abdulmit.indira@mail.ru.

Mussabekova Gulzhan Zakariyevna – Candidate of Pedagogical Sciences, Associate Professor of the Journalism and translation studies department, Turan University, Republic of Kazakhstan, A05F7A0 Almaty, 16a Satbayev Str., tel.: 8777 422 00 00, e-mail: g.mussabekova@turan-edu.kz.

Ризаходжаева Гулнара Абдумажитовна – PhD, ассоциированный профессор кафедры педагогических иностранных языков, Международный казахско-турецкий университет имени Ходжи Ахмета Ясави, Казахстан, X42F6X7 Туркестан, улица Б. Саттарханова 29, контактный телефон: 8777 025 49 49, e-mail: gulnara_rizahodja@mail.ru.*

Акешова Мадина Мурзахановна – PhD, ассоциированный профессор языковой школы, Международный университет туризма и гостеприимства, Казахстан, X43C6T4 Туркестан, улица Рабига Султан Бегим 14Б, контактный телефон: 8701 159 23 95, e-mail: madina_shakh@mail.ru.

Абдуламит Индира – магистр кафедры педагогических иностранных языков, Международный казахско-турецкий университет имени Ходжи Ахмета Ясави, Казахстан, X42F6X7 Туркестан, улица Б. Саттарханова 29, контактный телефон: 8777 422 91 22, e-mail: abdulmit.indira@mail.ru .

Мусабекова Гульжан Закариевна – кандидат педагогических наук, ассоциированный профессор кафедры журналистики и переводческого дела, Университет «Туран», Казахстан,

A05F7A0 Алматы, улица Сатбаева 16а, контактный телефон: 8777 422 00 00, e-mail: g.mussabekova@turan-edu.kz.

Ризаходжаева Гулнара Абдумажитқызы* – PhD докторы, педагогикалық шетел тілдері кафедрасының қауымдастырылған профессоры, Қожа Ахмет Яссауи атындағы Халықаралық қазақ-түрік университеті, Қазақстан Республикасы, Х42F6X7 Түркістан қаласы, Б.Саттарханов көшесі 29, байланыс телефоны: 8777 025 49 49, e-mail: Gulnara_rizahodja@mail.ru.

Акешова Мадина Мурзахановна – PhD, тілдер мектебінің қауымдастырылған профессоры, Халықаралық туризм және қонақжайлылық университеті, Қазақстан Республикасы, Х43С6Т4 Түркістан қаласы, Рабиға Сұлтан Бегім көшесі 14Б, байланыс телефоны: 8701 159 23 95, e-mail: madina_shakh@mail.ru.

Абдуламит Индира – педагогикалық шетел тілдері кафедрасының магистрі, Қожа Ахмет Яссауи атындағы Халықаралық қазақ-түрік университеті, Қазақстан Республикасы, Х42F6X7 Түркістан қаласы, Б.Саттарханов көшесі 29, байланыс телефоны: 8777 422 91 22, e-mail: abdulamit.indira@mail.ru.

Мұсабекова Гүлжан Закариевна – п.ғ.к., журналистика және аударма ісі кафедрасының қауымдастырылған профессоры, «Тұран» университеті, Қазақстан Республикасы, А05F7A0 Алматы қаласы, Сәтбаева көшесі, 16а, байланыс телефоны: 8777 422 00 00, e-mail: g.mussabekova@turan-edu.kz.

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IMPROVEMENT OF PEDAGOGICAL EDUCATION IN PHYSICS: METHODOLOGICAL SYSTEM OF ADVANCED TEACHING OF CLASSICAL MECHANICS

Ualikhanova B.S.* – PhD, Head of the Physics Department, South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov, Shymkent, Republic of Kazakhstan.

Omarov O. – PhD student, South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov, Shymkent, Republic of Kazakhstan.

The relevance of the researched issue arises from a comprehensive examination of the systemic characteristics of classical mechanics, application of the hypothetico-deductive approach within this theory, the insufficient inclusion of these elements in educational curricula. This article seeks to substantiate, devise systematic approach to teaching classical mechanics within the broader physics curriculum of a pedagogical university. Employing the dialectical method, specifically emphasizing the unity of system, method, along with a systemic-structural perspective, the integration of theory, practice, an activity-oriented teaching approach, constitutes the primary means of investigating this matter.

The article introduces systematic approach to teaching classical mechanics in the general physics curriculum of pedagogical university. This approach is scientifically grounded, shaping future physics educator through subject-specific professional training, a focus on teaching rooted in observable phenomena. The criteria for learning outcomes in classical mechanics are delineated, justified, aligning with the objective of cultivating systemic knowledge in conjunction with scientific understanding, teaching methods based on observable occurrences. Systematic approach aims to equip educators for evolving conditions in professional education, emphasizing the creation of scientific, methodological support for monitoring educational quality.

Key words: Methodological system, mechanical phenomena, phenomenon-based learning, activity approach, professional training.

СОВЕРШЕНСТВОВАНИЕ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ ПО ФИЗИКЕ: МЕТОДИЧЕСКАЯ СИСТЕМА УГЛУБЛЕННОГО ПРЕПОДАВАНИЯ КЛАССИЧЕСКОЙ МЕХАНИКИ

Уалиханова Б.С.* – PhD, заведующий кафедрой физики, Южно-Казахстанский педагогический университет имени Эзбекәлі Жәнібеков, г. Шымкент, Республика Казахстан.

Омаров О. – докторант, Южно-Казахстанский педагогический университет имени Эзбекәлі Жәнібеков, г. Шымкент, Республика Казахстан.

Исследуемая проблема приобретает актуальность с точки зрения глубокого изучения системных свойств классической механики, применения гипотетико-дедуктивной методологии в данной теории и необходимости недостаточного включения этих аспектов в учебные планы и