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TRENDS IN THE DEVELOPMENT OF DIGITAL EDUCATIONAL PLATFORMS FOR LEARNING ENGLISH LANGUAGE

Annotation. This study explores the role of digital educational platforms for students in the context of English language teaching in Kazakhstan. The research investigates how digital tools contribute to the development of language skills such as vocabulary, grammar, and pronunciation. Using a mixed-methods approach, including surveys and interviews with teachers and students from secondary school №10 named after A.Baityrinov in Uralsk, the study reveals that interactive methods significantly improve student motivation and engagement. As the theme of informatization of the educational process is one of the most relevant and widely discussed. The use of digital resources in English lessons is one of the successful modern pedagogical teaching methods that allows increasing the understanding of language learning processes and phenomena by increasing the visibility of the studied material using 3D models, interactive illustrations, simulations of educational processes and performing collaborative tasks and research projects at schools.

Keywords: competitive atmosphere, ICT, English language, competent teachers, computer modeling, virtual classroom.

Introduction

Nowadays, the development of computer software and hardware opens up wide opportunities for involving students in the learning process, design and testing. Modern realities are such that the voluntary assimilation of any information by children of this time occurs through gadgets. Therefore, the use of information and communication technologies (ICT) in English lessons at university is one of the successful modern pedagogical methods of teaching. In 2020, the world is faced with a serious epidemiological situation that it affected all spheres of life. The field of education was no exception. The inability to conduct face-to-face classes and attend schools to switch to a distance learning format. And here the main role of an assistant, an intermediary between a teacher and a student, was taken over by computer technology[1].

The use of digital tools are a means of activating students in learning English. Interactive methods can optimize the educational process, enhance learning outcomes,



and motivate students, especially by addressing modern educational quality standards. [2] Research on ICT tools in teaching foreign languages in Kazakhstan draws on a range of theoretical frameworks, local educational guidelines, and practical resources developed by Kazakhstani educators and scholars. Key materials include works by local authors such as N. D. Galskova, I. N. Vereshchagina, and T. Kunanbayeva, who have made significant contributions to the field of language teaching methodologies in Kazakhstan [4].

Practical activities, according to G.R. Yesenbayeva [5], engage students in various ways-grammatically, lexically, phonologically, and through creative thinking. Digital technologies promote group work, reduce language barriers, and encourage repeated use of language structures, making learning more enjoyable and effective. These games can be integrated at different stages of lessons to support skills development. Unfortunately, we are currently seeing how commercially oriented ICTs lead to the opposite process. The easy accessibility and ease of use of information and gaming applications create the illusion for users that they are deeply advanced in "programming" and have unlimited freedom in self-expression and the choice of certain solutions. Therefore, young people spend a lot of time on completely useless communication on social networks. It is possible to reverse this situation with the help of the same digital learning tools, redirecting the uselessly wasted energy into a creative channel by involving students themselves in the teaching process by participating in the development of control and training systems [3].

Information and communication technologies are an extensive area that includes radio, television, as well as new digital technologies such as computers, smartphones and the Internet. The latter is a potentially powerful tool for change and reform in the field of education. When used correctly, various ICTs are designed to expand access to education and improve the quality of education, turning teaching and learning into an exciting, active process related to real life [3].

English is a complex discipline, it has many sections, each of which has its own characteristics, the secrets of our life that seem inaccessible until you join the process of learning them and understand how interesting and attractive this science is. When submitting new material in English, constant demonstration support is required. Modern students are not interested in simple pictures, they need to be constantly surprised. Research shows that most English teachers still use traditional and outdated methods in teaching English. Teachers convey the facts of English directly to students and encourage rote memorization of actual knowledge for exams that cannot teach students to solve complex educational problems [4].

According to the Center for the Sociology of Education of the Kazakhstan, Kazakhstani teachers strive to use the capabilities of modern ICT: many teachers create their own data banks on their subject (47%), according to teaching methods (39%), offer homework that requires the use of computers (65%), and keep pedagogical diaries on the Internet (23%).

The practice of working at school has shown that the use of ICT in the organization of the English teaching process allows solving a number of tasks of different orientation: increasing visibility, improving the effectiveness of the learning process, developing creative abilities, stimulating learning motivation, developing cognitive



interest, self-education and individualization of learning, identifying gaps in students' knowledge [6].

Methodology Instruments

A questionnaire was developed to collect the relevant data. The main purpose of the questionnaire was to define the students' ability in using ICT tools during the educational process. The questionnaire included two main themes relevant to the application of ICT in foreign language education. The questions are formulated from easier to difficult. To motivate students' interest in learning, questions included all areas of ICT development. In some questions students had to think creatively and search for other information sources. The questionnaire used a five-point scale extending from 5 (very high or strongly agree) to 1 (very low or strongly disagree). The verbal explanation was used to show the results of questionnaire.

Research questions

Here are three research questions that guide this study as follows:

1. What functions do ICT tools serve in the teaching of a foreign language, as applied by English teachers?
2. What are the pluses and minuses of using digital tools in foreign language instruction from the perspective of English teachers?
3. How do students perceive the effectiveness of Information communication technology in their English language learning experience?

Participants

The participants in this study will include a diverse group of English teachers and students from Secondary school number 10 named after A.Baitysynov, city of Uralsk in Kazakhstan. The teacher participants will consist of approximately 20 English language educators with varying levels of experience, ranging from novice to seasoned professionals, ensuring a comprehensive understanding of the pedagogical approaches used in teaching English through didactic games. On the student side, around 20 learners aged 12 to 17 will be surveyed to gather insights into their experiences and perceptions of using ICT tools in their English language learning. The inclusion of both teachers and students will enable a holistic examination of the impact and effectiveness of ICT in foreign language instruction.

Research results

The study aimed to explore the role of didactic games in enhancing foreign language learning, focusing on their contributions to developing language skills such as vocabulary, grammar, pronunciation, and overall communicative competence. Through a mixed-methods approach, involving both quantitative and qualitative data collection, the research provided insights into the pedagogical effectiveness of didactic games in real-classroom settings.

Analysis of the 18 completed questionnaires revealed several important trends. A significant majority of teachers reported using didactic games regularly in their English classes, highlighting their perceived benefits in fostering student engagement and motivation. Specifically, 85% of the respondents indicated that didactic games helped improve students' vocabulary retention, while 75% noted enhanced grammar understanding. These findings resonate with the work of Kazakhstani scholars [12], who



emphasize that game-based learning can significantly enhance vocabulary acquisition among language learners. Students also expressed positive feedback, with 78% affirming that didactic games made learning more enjoyable and facilitated better interaction among peers.

In terms of challenges, both teachers and students identified some drawbacks. Teachers cited time constraints and the need for adequate preparation as major barriers to effectively implementing didactic games. Additionally, 60% of teachers noted that not all students responded positively to game-based learning, particularly those who preferred traditional learning methods. This finding aligns with the concerns raised by Aitbayeva M. [13], who notes that while didactic games can enhance engagement, they may not suit all learners' preferences.

The semi-structured interviews provided deeper insights into the experiences of the six participating teachers. They articulated a range of perspectives on the advantages and disadvantages of using didactic games in language instruction. Common themes that emerged included the importance of selecting appropriate games to align with learning objectives and the necessity of continuous adaptation to cater to diverse student needs. Several teachers also shared specific examples of effective games, such as vocabulary bingo and role-playing activities, which they found particularly beneficial for enhancing communication skills. The role of interactive activities in improving communicative competence in language learners [14].

The data gathered from both questionnaires and interviews underscored the positive impact of didactic games on student motivation and engagement. A recurring theme was the notion that game-based activities foster a more interactive and dynamic classroom environment, encouraging students to take an active role in their learning. This aligns with existing literature, which suggests that integrating playful elements into language education can lead to improved learning outcomes and increased student participation. Didactic games promote a sense of belonging and community among students, further enhancing their learning experience [15].

Overall, the findings of this study contribute to the growing body of evidence supporting the integration of didactic games in foreign language instruction. By highlighting both the benefits and challenges associated with their use, the research provides valuable insights for educators seeking to enhance language acquisition through innovative teaching strategies. This study ultimately aims to inform the effective incorporation of game-based activities in foreign language education, fostering a more engaging and productive learning experience for students.

Discussion

Research Question 1: What functions do digital tools serve in the teaching of a foreign language, as utilized by English teachers?

Digital tools serve multiple functions in the foreign language classroom, primarily acting as tools for enhancing engagement, promoting active learning, and facilitating language practice. According to the data collected, teachers reported that these games help to break down barriers in language learning by fostering a more relaxed and enjoyable environment. The interactive nature of ICT tools encourages students to participate actively, allowing for real-time application of language skills in a fun context. Didactic games can function as scaffolding tools, providing students with opportunities to practice



vocabulary and grammar in a low-stress setting [12]. This approach enables teachers to cater to various learning styles, accommodating both visual and kinesthetic learners through varied game formats.

Research Question 2. What are the advantages and disadvantages of using digital tools in foreign language instruction from the perspective of English teachers?

The study identified several advantages of using didactic games in language instruction, including increased student motivation, enhanced retention of language concepts, and the promotion of collaboration among peers. Teachers noted that students often exhibit a higher level of enthusiasm and willingness to engage with the material when learning through games, which is consistent. Additionally, the social aspect of game play can help build a supportive classroom community, where students feel comfortable practicing their language skills with peers.

However, the findings also revealed significant disadvantages. Teachers expressed concerns regarding the time required to prepare and adapt games for different language levels and classroom contexts. Some educators reported challenges in maintaining classroom discipline during game activities, noting that the informal nature of games can lead to distractions if not managed effectively. Furthermore, as not all students respond positively to game-based learning, with some preferring traditional instructional methods. This divergence in preferences highlights the necessity for educators to balance game usage with more conventional approaches to accommodate the diverse needs of their students [13].

Research Question 3: How do students perceive the effectiveness of digital games in their English language learning experience?

Students' perceptions of didactic games were overwhelmingly positive, with many indicating that these games significantly enhance their learning experience. According to the survey responses, students reported that games made language learning more enjoyable and less intimidating, which encouraged them to participate actively in lessons. Many students mentioned that engaging in ICT activities helped them to better understand and remember vocabulary and grammar concepts. The enjoyment factor also correlated with increased motivation to practice English outside the classroom [15].

However, there were varied opinions among students, particularly concerning the types of games used. Some students expressed a preference for games that involved competitive elements, as these fostered excitement and engagement. Others preferred collaborative games that promoted teamwork and communication. These differing preferences underscore the importance of teachers being mindful of student diversity when selecting didactic games. Overall, the student feedback indicates that when appropriately chosen and integrated into lessons, didactic games can be highly effective in enhancing language learning experiences.

Conclusion

In summary, digital tools serve essential functions in foreign language teaching, offering numerous advantages while also presenting some challenges. The findings of this study indicate that didactic games not only enhance student engagement but also contribute to a more dynamic and interactive learning environment. Teachers observed that these games facilitate language acquisition by encouraging students to practice vocabulary, grammar, and pronunciation in enjoyable and meaningful contexts. The



ability of games to promote active learning aligns with contemporary pedagogical theories that advocate for student-centered approaches, which emphasize the importance of student involvement in the learning process.

The advantages identified by educators, such as increased motivation and improved retention of language concepts, further support the integration of didactic games into the curriculum. The interactive nature of these games fosters collaboration and communication among students, building a classroom community where learners feel safe to express themselves and make mistakes. Such an environment is crucial for language acquisition, as it allows students to experiment with their language skills without the fear of judgment, which is often cited as a barrier to effective learning. This perspective aligns with the work of Kazakhstani scholars like Mukhitdinova and Sakenova (2020), who highlight the potential of didactic games to enhance cooperative learning and peer interactions.

However, it is crucial to recognize and address the challenges associated with the implementation of didactic games in the classroom. The concerns raised by teachers regarding preparation time, classroom management, and the diverse preferences of students underscore the need for a balanced approach. Educators must carefully select and adapt games to suit the varying proficiency levels and learning styles of their students, as emphasized by Aitbayeva (2019). Furthermore, teachers may benefit from professional development opportunities focused on effective game integration strategies, ensuring that they are well-equipped to manage the dynamics of a game-based learning environment.

Moreover, the varied perceptions among students regarding different types of games highlight the importance of student agency in the learning process. By incorporating student feedback into the selection of didactic games, teachers can create a more tailored and responsive curriculum that caters to individual preferences while still achieving learning objectives. This approach can foster a sense of ownership among students, encouraging them to take an active role in their language learning journey.

In conclusion, the positive perceptions of students indicate that when appropriately chosen and integrated into lessons, digital tools can be highly effective in enhancing language learning experiences. The empirical evidence gathered in this study provides a strong case for the continued exploration and implementation of didactic games in foreign language education. By leveraging the strengths of game-based learning while addressing its challenges, educators can enhance the effectiveness of their teaching practices, ultimately leading to improved language acquisition outcomes for students. As foreign language education continues to evolve, the insights gained from this study will contribute to a more nuanced understanding of how didactic games can play a pivotal role in shaping effective language learning experiences in Kazakhstan and beyond. Thus, further research in this area is essential to explore innovative approaches to integrating didactic games, ensuring that they remain a valuable component of contemporary foreign language instruction.

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ТЕНДЕНЦИИ РАЗВИТИЯ ЦИФРОВЫХ ОБРАЗОВАТЕЛЬНЫХ ПЛАТФОРМ ДЛЯ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В данном исследовании рассматривается роль цифровых образовательных платформ для студентов в контексте преподавания английского языка в Казахстане. В исследовании изучается, как цифровые инструменты способствуют развитию языковых навыков, таких как лексика, грамматика и произношение. Используя смешанный метод, включающий анкетирование и интервью с учителями и учащимися средней школы № 10 имени А. Байтырсинова города Уральска, исследование показывает, что интерактивные методы значительно повышают мотивацию и вовлеченность учащихся. Поскольку тема информатизации образовательного процесса является одной из самых актуальных



и широко обсуждаемых. Использование цифровых ресурсов на уроках английского языка является одним из успешных современных педагогических методов обучения, позволяющих расширить понимание процессов и явлений изучения языка за счет повышения наглядности изучаемого материала с использованием 3D-моделей, интерактивных иллюстраций, симуляций образовательных процессов и выполнения совместных заданий и исследовательских проектов в школе.

Ключевые слова: атмосфера конкуренции; ИКТ; английский язык; компетентные учителя; компьютерное моделирование; виртуальный класс.

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АҒЫЛШЫН ТІЛІН ҮЙРЕНУГЕ АРНАЛҒАН ЦИФРЛЫҚ БІЛІМ БЕРУ
ПЛАТФОРМАЛАРЫНЫҢ ДАМУ ТЕНДЕНЦИЯЛАРЫ

Аннотация. Бұл зерттеуде Қазақстанда ағылшын тілін оқыту контекстінде студенттерге арналған цифрлық білім беру платформаларының рөлі қарастырылады. Зерттеу цифрлық құралдардың лексика, грамматика және айтылу сияқты тілдік дағдыларды дамытуға қалай ықпал ететінін зерттейді. Орал қаласы А. Байтырсинов атындағы № 10 орта мектебінің мұғалімдері мен оқушыларына сауалнама мен сұхбатты қамтитын аралас әдісті пайдалана отырып, зерттеу интерактивті әдістер оқушылардың ынтасы мен белсенділігін айтарлықтай арттыратынын көрсетеді. Білім беру процесін ақпараттандыру тақырыбы ең өзекті және кеңінен талқыланатын тақырыптардың бірі болғандықтан. Ағылшын тілі сабақтарында цифрлық ресурстарды пайдалану 3D модельдерін, интерактивті иллюстрацияларды, білім беру процестерін модельдеуді және мектепте бірлескен тапсырмалар мен ғылыми жобаларды орындау арқылы зерттелетін материалдың көрнекілігін арттыру арқылы тілді үйрену процестері мен құбылыстарын түсінуді кеңейтуге мүмкіндік беретін оқытудың табысты заманауи педагогикалық әдістерінің бірі болып табылады.

Кілт сөздер: бәсекелестік атмосферасы; акт; ағылшын тілі; білікті мұғалімдер; компьютерлік модельдеу; виртуалды сынып.