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Sydykov M.R.**Zhetysay University named after I. Zhansugurov, Taldykorgan, Kazakhstan**E-mail: marat_renatov03@mail.ru**THE METHODOLOGY OF USING COMPUTER TRAINING PROGRAMS IN
ENGLISH LESSONS**

Annotation. This article investigates the role of computer-assisted language learning (CALL) in developing the speech skills of primary school students. It highlights the integration of digital tools, such as language learning software, multimedia, and online platforms, to enhance oral language skills, vocabulary acquisition, and pronunciation. The paper explores the advantages of using CALL, including its ability to offer engaging, interactive, and personalized learning experiences. Additionally, the study examines challenges like technological inequalities, teacher readiness, and the balance between digital and traditional methods. Practical recommendations for educators are provided to optimize the use of technology in primary education.

Keywords: Computer-Assisted Language Learning (CALL); speech skills, primary school students; language acquisition, educational technology; digital tools; pronunciation; learner engagement; language learning software; interactive learning.

Introduction

In modern education, the use of technology in classrooms has revolutionized the way students acquire new skills, particularly in language learning. Primary school students, who are at a critical stage in developing foundational speech skills, can greatly benefit from the integration of computer-assisted language learning (CALL). CALL refers to the use of digital tools and software applications to assist in learning languages, ranging from simple apps to more sophisticated platforms that offer interactive exercises, multimedia resources, and personalized feedback. This article explores how CALL contributes to the development of speech skills among young learners, focusing on its application in primary education.

Computer-Assisted Language Learning (CALL) has become an integral component of modern English language instruction, offering interactive and engaging methods to enhance language acquisition. CALL encompasses a variety of digital tools and resources, including language learning software, online platforms, and mobile applications, all designed to facilitate the development of language skills [1].

The integration of CALL into English lessons provides numerous benefits, such as increased learner autonomy, immediate feedback, and exposure to authentic language



contexts. These advantages contribute to a more personalized and effective learning experience, catering to individual student needs and learning styles [2].

One of the key methodologies in utilizing CALL involves the use of interactive language learning software that adapts to the learner's proficiency level, providing exercises and activities tailored to their specific needs. This adaptive learning approach ensures that students remain engaged and challenged, promoting continuous improvement in their language skills [3].

CALL refers to the use of computers, software, and digital tools in language teaching. It encompasses various platforms that enable students to practice language skills, including speaking, listening, reading, and writing. For primary school students, CALL tools often include interactive applications, online games, speech recognition software, and multimedia content like videos and podcasts that provide exposure to authentic language use. These tools can be customized to address individual learning needs, helping students improve their speech skills in a more personalized and engaging manner.

Benefits of CALL in Developing Speech Skills
The incorporation of CALL in language learning, especially in primary schools, offers several advantages:

Enhanced Student Engagement: CALL uses interactive elements like games, quizzes, and multimedia content, making the learning process more engaging and fun. This is crucial in keeping young learners motivated and focused on developing speech skills. For example, interactive storytelling apps allow children to practice pronunciation by repeating words or sentences after animated characters, helping them build fluency.

Pronunciation Practice: CALL software that includes speech recognition technology can assess and provide feedback on a student's pronunciation. This immediate feedback enables students to correct mistakes and improve their speech skills in real time, a feature not easily achieved through traditional methods.

Personalized Learning Experience: CALL allows for adaptive learning, where students can progress at their own pace. This individualized approach is especially useful in heterogeneous classrooms, where learners may have different levels of language proficiency.

Real-Life Language Exposure: Many CALL programs offer access to authentic materials such as audio recordings from native speakers, videos, and interactive dialogues that immerse students in real-world language contexts. Such exposure is vital for the development of speech skills, as it helps students become familiar with the natural flow of language, accents, and idiomatic expressions.

Challenges in Using CALL for Speech Skill Development
Despite its many benefits, there are challenges associated with the integration of CALL in primary education:

Technological Barriers: Unequal access to technology remains a significant issue, particularly in rural or low-income areas where students may not have consistent access to computers or reliable internet. This digital divide limits the effectiveness of CALL in some educational settings.



Teacher Preparedness: Successful implementation of CALL requires that educators are trained to use the digital tools effectively. Many teachers may lack the technical skills or familiarity with CALL platforms, which can hinder the integration of technology in their teaching methods.

Over-Reliance on Technology: There is a concern that students may become overly reliant on digital tools, potentially neglecting face-to-face communication skills. Educators must strike a balance between using CALL and traditional methods to ensure a well-rounded language development approach.

Types of CALL Programs for Speech Skill Development
Several types of computer training programs are particularly effective in developing speech skills for primary school students:

Speech Recognition Software: Programs like Rosetta Stone and Google's Speech-to-Text feature allow students to practice their pronunciation and receive immediate feedback, helping to improve their speech accuracy.

Interactive Language Learning Apps: Applications like Duolingo and Babbel engage students through gamified exercises that focus on vocabulary, grammar, and speaking tasks, making learning more interactive.

Multimedia and Virtual Reality: Tools like YouTube and virtual reality platforms expose students to diverse accents, cultural contexts, and authentic conversations, providing rich speech-learning opportunities.

Collaborative Learning Platforms: Online platforms such as Google Classroom or Edmodo enable students to collaborate on language tasks, encouraging speaking practice and peer feedback.

Best Practices for Using CALL in Primary Education
To maximize the benefits of CALL in developing speech skills, educators should adopt several best practices:

Blended Learning Approach: Combining traditional face-to-face instruction with CALL tools offers a balanced method of teaching, allowing students to benefit from both personalized technology and direct teacher interaction.

Task-Based Learning: CALL programs can be used to create real-life communication tasks, such as role-playing or storytelling exercises, that simulate authentic speaking situations.

Regular Monitoring and Feedback: While students engage with CALL programs, teachers should monitor their progress and provide support, ensuring that students remain on track and receive the necessary guidance for improvement.

Materials and types of research

The study draws on various materials, including published research, educational reports, and case studies on the use of CALL in primary education. Primary sources include research articles from educational journals, teacher surveys, and reports from organizations specializing in educational technology.

Another effective strategy is the incorporation of multimedia resources, such as videos, audio recordings, and interactive simulations, which provide contextualized language input and practice opportunities. These resources help learners develop listening and speaking skills in a more authentic and meaningful context [4].



Types of research involve both qualitative and quantitative methods. Case studies of schools that have integrated CALL programs into their language curriculum provide valuable insights into the practical application and effectiveness of these tools. Additionally, surveys and interviews with teachers and students help gauge perceptions of CALL's impact on speech skill development.

Research results

Collaborative online platforms also play a significant role in CALL methodologies, enabling students to engage in communicative activities with peers, both locally and globally. Such interactions foster the development of communicative competence and cultural awareness, essential components of language proficiency [5].

Despite the numerous advantages, the implementation of CALL in English lessons presents certain challenges, including the need for adequate technological infrastructure, teacher training, and the development of appropriate digital literacy skills among students. Addressing these challenges is crucial for the successful integration of CALL methodologies [6].

To maximize the effectiveness of CALL, it is essential to adopt a blended learning approach that combines traditional face-to-face instruction with digital tools. This approach allows for the reinforcement of language skills through multiple modalities, catering to diverse learner preferences and promoting a more comprehensive learning experience [7].

Furthermore, the selection of appropriate CALL resources should be guided by pedagogical objectives, ensuring that the chosen tools align with the learning goals and outcomes of the English lessons. Careful evaluation and integration of these resources can enhance the overall effectiveness of language instruction [8].

Ongoing research and development in the field of CALL continue to expand the possibilities for innovative language teaching methodologies, offering new tools and strategies to support English language learners in achieving their proficiency goals. Staying informed about these advancements is essential for educators seeking to implement effective CALL practices [9].

Results and discussion

The implementation of Computer-Assisted Language Learning (CALL) in primary education has demonstrated significant potential for enhancing the development of speech skills among young learners. The results of integrating CALL into English lessons indicate its efficacy in fostering student engagement, improving pronunciation, and enabling personalized learning experiences. This section discusses the observed outcomes and the broader implications of utilizing CALL, drawing insights from both theoretical frameworks and practical applications.

CALL tools have proven to significantly increase student motivation and interest in language learning. Interactive elements such as games, quizzes, and multimedia storytelling apps create an enjoyable and immersive environment. For instance, children practicing pronunciation with animated characters in storytelling applications have shown improved fluency and confidence. This engagement is particularly critical in primary education, where maintaining student interest is a challenge due to limited attention spans.



Speech recognition software, such as Google's Speech-to-Text and Rosetta Stone, has been instrumental in improving students' pronunciation. These tools provide real-time feedback, allowing learners to identify and correct errors immediately. Unlike traditional methods, where feedback may be delayed, CALL enables continuous self-assessment and adjustment. This has led to measurable improvements in speech clarity and accuracy among primary school students.

Many CALL tools incorporate authentic language materials, including videos of native speakers, interactive dialogues, and culturally relevant multimedia content. These resources expose students to natural speech patterns, idiomatic expressions, and diverse accents, which are crucial for developing listening and speaking skills. Virtual reality (VR) platforms further enrich this exposure by simulating real-world environments where students can practice conversational English in context.

CALL platforms, such as Google Classroom and Edmodo, enable students to collaborate on language tasks, fostering peer interaction and teamwork. Activities like group discussions, role-playing, and shared writing projects encourage students to practice speaking in a supportive environment. This collaborative approach not only enhances communication skills but also helps build confidence and social competencies.

Despite its benefits, the integration of CALL in primary education is not without challenges. Access to technology remains uneven, with students in rural or low-income areas often lacking the necessary devices or internet connectivity. Furthermore, many educators are not adequately trained to utilize CALL tools effectively, leading to suboptimal outcomes. Concerns about over-reliance on technology have also been raised, emphasizing the need for a balanced approach that combines digital tools with traditional face-to-face instruction.

The effectiveness of CALL depends on how well it is aligned with pedagogical objectives. Teachers must carefully select tools and design activities that complement the learning goals. For instance, task-based activities, such as role-playing exercises facilitated by CALL, have been shown to improve real-life communication skills. Regular monitoring and teacher feedback are essential to ensure that students remain on track and derive maximum benefit from the technology.

The use of CALL in primary education not only benefits language learning but also fosters digital literacy, critical thinking, and problem-solving skills. These competencies are increasingly important in preparing students for the demands of the 21st-century global economy. Additionally, the collaborative and interactive nature of CALL promotes inclusivity, making language learning accessible and engaging for diverse learners.

Conclusion

The integration of Computer-Assisted Language Learning (CALL) in primary education represents a transformative approach to language teaching, leveraging digital tools to address the unique challenges and needs of young learners. This methodology enables students to develop foundational speech skills through personalized, engaging, and interactive platforms. CALL's ability to provide immediate feedback, adaptive learning paths, and exposure to authentic language use ensures that students can achieve significant improvements in their pronunciation, fluency, and overall communicative competence.



The benefits of CALL are evident in its capacity to enhance student engagement, support differentiated instruction, and facilitate real-world language practice. Through tools like speech recognition software, interactive apps, and multimedia resources, CALL empowers educators to create an immersive and dynamic learning environment. However, its implementation must consider potential challenges, such as technological disparities, teacher preparedness, and the need to balance digital and face-to-face interactions.

Best practices in CALL highlight the importance of a blended learning approach, combining traditional teaching methods with digital innovations to maximize learning outcomes. Task-based activities and regular feedback further enhance the efficacy of CALL in fostering speech development. As research and advancements in educational technology continue to evolve, CALL is poised to play an even greater role in language education, offering new possibilities for cultivating linguistic skills and fostering global communication among young learners.

In conclusion, the successful integration of CALL in English lessons for primary school students requires careful planning, adequate resources, and ongoing support for educators. By addressing these factors, CALL can serve as a powerful tool to revolutionize language learning, equipping students with the skills necessary for academic success and meaningful communication in an increasingly interconnected world.

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Сыдыков М.Р.

АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА КОМПЬЮТЕРЛІК ОҚУ БАҒДАРЛАМАЛАРЫН ПАЙДАЛАНУ ӘДІСТЕМЕСІ

Аңдатпа. Бұл мақалада бастауыш сынып оқушыларының сөйлеу дағдыларын дамытудағы компьютерлік тілді оқытудың (КТО) рөлі зерттеледі. Ол ауызша сөйлеу дағдыларын, сөздік қорды меңгеруді және айтылуды жақсарту үшін тіл үйренуге арналған бағдарламалық қамтамасыз ету, мультимедиялық және онлайн платформалар сияқты сандық құралдарды біріктіруге ерекше назар аударады. Бұл мақалада КТО қолданудың артықшылықтары, соның ішінде оның тартымды, интерактивті және жекелендірілген оқу тәжірибесін ұсыну мүмкіндігі зерттеледі. Сонымен қатар, зерттеу технологиялық теңсіздіктер, мұғалімдердің дайындығы және цифрлық және дәстүрлі әдістер арасындағы тепе-теңдік сияқты қиындықтарды зерттейді. Бастауыш білім беруде технологияларды пайдалануды оңтайландыру үшін тәрбиешілерге арналған практикалық ұсыныстар берілген.

Кілт сөздер: компьютерлік тілді оқытудың (КТО) рөлі; сөйлеу дағдылары; бастауыш сынып оқушылары; тілді меңгеру; білім беру технологиясы; цифрлық құралдар; айтылым; оқушының белсенділігі; тіл үйрену бағдарламалық құралы; интерактивті оқыту.

Сыдыков М.Р.

МЕТОДИКА ИСПОЛЬЗОВАНИЯ КОМПЬЮТЕРНЫХ ОБУЧАЮЩИХ ПРОГРАММ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В этой статье исследуется роль компьютерного обучения языку (КОЯ) в развитии речевых навыков учащихся начальной школы. В ней подчеркивается интеграция цифровых инструментов, таких как программное обеспечение для изучения языка, мультимедиа и онлайн-платформы, для улучшения навыков устной речи, приобретения словарного запаса и произношения. В статье рассматриваются преимущества использования КОЯ, включая его способность предлагать увлекательные, интерактивные и персонализированные учебные возможности. Кроме того, в исследовании рассматриваются такие проблемы, как технологическое неравенство, готовность учителей и баланс между цифровыми и традиционными методами. Предоставляются практические рекомендации для педагогов по оптимизации использования технологий в начальном образовании.

Ключевые слова: компьютерное обучение языку (КОЯ); речевые навыки; учащиеся начальной школы; приобретение языка; образовательные технологии; цифровые инструменты; произношение; вовлеченность учащихся; программное обеспечение для изучения языка; интерактивное обучение.