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**ШЕТЕЛ ТІЛІНДЕ БІЛІМ БЕРУ
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**ТРУДНОСТИ В ОСВОЕНИИ НАВЫКОВ ЧТЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ И
ПУТИ ИХ ПРЕОДОЛЕНИЯ**

Аннотация

Для многих изучающих английский язык развитие навыков чтения представляет собой значительную трудность. Это связано с такими факторами, как ограниченный словарный запас, недостаточный уровень фоновых знаний, незнание отдельных грамматических тем и тревожность, возникающая при чтении. Стремясь оказать поддержку обучающимся, преподаватели часто сталкиваются с рядом типичных затруднений, которые подробно рассматриваются в данной статье. Решение данных проблем возможно посредством применения структурированных подходов, включающих отбор аутентичных и доступных по уровню текстов, использование активных стратегий чтения на занятиях, а также регулярную тренировку навыка чтения. Такой комплексный подход способствует более эффективному усвоению материала и формированию устойчивой читательской компетенции на английском языке.

Ключевые слова: интенсивное чтение, экстенсивное чтение, понимание прочитанного, подбор текста, аутентичные тексты, мотивация к чтению, стратегии чтения.

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**АҒЫЛШЫН ТІЛІНДЕ ОҚУ ДАҒДЫЛАРЫН МЕНГЕРУДЕГІ ҚИЫНДЫҚТАР ЖӘНЕ
ОЛАРДЫ ШЕШУ ЖОЛДАРЫ**

Аңдатпа

Көптеген ағылшын тілін үйренушілер үшін оқу дағдысын дамыту күрделі болып келеді. Бұл күрделілік үйренушінің көбінесе шектеулі сөздік қорымен, тіл туралы ақпараттың жеткіліксіздігімен, кейбір грамматикалық тақырыптардың меңгерілмегендігімен және оқу процесіне байланысты уайымымен байланысты болады. Мұғалімдер ретінде біз оқушыларға ағылшын тілінде еркін оқуға көмектесуге ұмтылу процессінде, олардың жиі кездесетін көбінесе шетел тіл үйренушілерге ортақ кедергілерге тап болатынын байқаймыз. Осы мақалада аталған шетел тілін үйренушілердің ағылшын тілінде оқу дағдыларын меңгерудегі

қиындықтары егжей-тегжейлі қарастырылады. Бұл мәселелерді шешу үшін жүйелі және мақсатты тәсілдер қажет. Атап айтқанда, оқушылардың тілі мен деңгейіне сәйкес оқу мәтіндерін іріктеу, сабақ барысында белсенді оқу стратегияларын енгізу және оқу дағдысын тұрақты түрде дамыту ұсынылады. Оқу барысында қолайлы стратегияларды жүйелі түрде қолдану мұғалімдерге оқушылардың оқу қабілеттерін тереңірек дамытуға мүмкіндік береді.

Кілт сөздер: *интенсивті оқу, экстенсивті оқу, мәтінді түсіну, мәтін таңдау, аутентті мәтіндер, оқуға мотивация, оқу стратегиялары..*

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CHALLENGES FACED BY LEARNERS IN DEVELOPING ENGLISH READING SKILLS AND STRATEGIES FOR OVERCOMING THEM

Abstract

Many English language learners may find reading practice challenging. This can be due to problems such as having limited vocabulary, insufficient background knowledge about language, inadequate coverage of essential grammar topics, and also reading anxiety the learners may have while learning new language. As we, teachers, try to help these learners to read in English easily we may often find them struggling with common problems mentioned above, which will be discussed further in this article. Undoubtedly, these challenges can be solved through some structured methods, which may involve selecting appropriate reading materials, active reading strategies to use while reading in English, and practicing reading regularly. This article suggests practical ways how teachers can help learners to read in English without any challenges. One important method is choosing reading materials that match the learner's language level and are interesting and relevant to their lives. When students enjoy what they read and understand most of the words and grammar, they are more likely to stay motivated to read in English. By using these approaches, teachers can support their students more effectively and help them become better readers.

Keywords: *intensive reading, extensive reading, reading comprehension, text selection, authentic texts, reading motivation, reading strategies.*

Introduction Reading can be considered as foundation of language learning process. This skill is often a struggle for English language learners. These challenges can be linguistic barriers, cognitive overload, psychological factors such as anxiety and low motivation that can make reading even more difficult for learners. The key to finding solutions to these issues is identifying them. The article discusses common challenges faced by learners and a few tips to improve English reading comprehension.

Problems Learners Encounter While Reading in English

To start with, insufficient vocabulary is one of the most crucial obstacles while reading in English. For example, if learners have too many unknown words while reading, they can not comprehend what they are reading and the reading speed becomes very slow. Undoubtedly, it leads to fatigue and disappointment. Lack of a vocabulary base means that the learners cannot understand even basic words and reading becomes an overwhelming task for them. [7]

In addition to that, many complicated grammar rules due to their inadequate coverage can confuse and frustrate not only the native English speaker, but the learner who is learning English as a second or third language. For example, the sentences that are long and complex, as well as those

containing clauses, the passive voice, and idiomatic expressions confuse learners and lead to misunderstandings or misinterpretations of the text. [4]

Furthermore, reading comprehension needs background knowledge, which can be a challenge in addition to vocabulary and grammar difficulties the learners may have while reading in foreign language. On the other hand, readers with prior knowledge about language as knowing some cultural events, idioms and terminology find it easier to understand a text. It is because a lot of reading texts in English makes reference to cultural events, idioms, and historical contexts that may not be known to non-native speakers. This background knowledge gap can increase reading difficulty for learners learning English as a second or third language. [3]

In addition, learners' engagement with English texts is severely affected by reading anxiety. Finally, some learners read in English with anxiety, either hoping that they will understand what they read, and easy that they would make mistakes when they have to read aloud. This apprehension might stop the learners from interaction with the English texts and would reduce their chances of practicing reading.[5]

A second major problem is poor reading strategies. There are learners that are not familiar with some reading strategies such as skimming, scanning, or inferring meaning through context. Instead of using the strategies mentioned above, they might resort to translating word for word, which slows down their reading pace and impacts their overall understanding of the text. Undoubtedly, reading in English without using effective strategies could make the process even more challenging. [10]

Tips to Help Students Read Better

If vocabulary is limited, the learners can engage themselves with reading material in different forms like graded readers, articles or books that they are able to enjoy. Learners can also guess the meaning of new words by looking at the context when they read. This helps them learn new words without using a dictionary. They can also keep a simple vocabulary notebook and write down new words they find. Over time, this helps them get used to new words naturally. [11]

Reading different text types can also be good practice. Reading diverse texts such as news stories, works of fiction, academic papers, blogs can teach learners to become acquainted with various styles of writing. This variety improves their comprehension skills and familiarizes learners with various reading texts in English. [8]

Active reading strategies are another key element in understanding texts better. When studying learners should practice techniques that help them read effectively. For example, skimming (reading quickly for the main ideas) and scanning (looking through a text to find specific information, rather than reading it all) In addition to that, predicting meaning of new words from context and writing a short summary after reading would help to comprehend the text better. [2]

Also, there can be culturally rich texts, to understand them there is a need to have background knowledge. To get background knowledge, the learners should consume English-language media and read more about history, traditions, and current events in English. It is because knowledge about culture improves reading comprehension and build confidence to read in foreign language. [1]

Another way to improve reading skills is the reduction of reading anxiety. The reading anxiety of learners can be reduced by identifying and putting realistic reading goals, rewarding small progresses they made after reading texts, and reading pleasurable content. Indeed, if all of those things done within relaxing environment, the reading can become interesting activity for learners. [5]

Furthermore, technology can also provide extensive help to comprehend the texts better. For example, electronic books with glossaries, reading clubs, and language apps are great digital tools with the opportunity to translate words that can make reading in English more interesting. The use of audiobooks and subtitles would also assist learners to develop not only reading comprehension but also listening concurrently. [12]

Developing a Reading Habit

Moreover, consistency is a key element in improving reading skills. Readers who turn reading into a daily habit tend to do better over time in terms of comprehension and fluency. For instance, If the learners set aside time to read a little each day, even if it is just 15 to 20 minutes, the learners will make it through a lot of books over time. Also, selecting reading materials that are interesting and appropriate for the learner's language level is also an important factor. In case students ask, teachers can help in this case to find and select language-appropriate books for their students. Undoubtedly, reading the materials which the learners want to read supports motivation and engagement. [11]

As it was mentioned above, learners can also identify and put their own reading goals to check their own progresses. Such objectives can be writing down the number of pages they read a day, summarizing what the learners read by writing short summary after reading, or retelling the reading content to friends.

The Role of Extensive Reading

Another approach called “extensive reading”, which involves learners reading books and other texts well within their ability range, has been shown to promote vocabulary growth, increase reading fluency and comprehension, lead to better achievement in reading overall. Unlike intensive reading, which focuses on closely analyzing short texts and their vocabulary, extensive reading allows learners to read longer texts for general understanding. This method helps students engage with the story and ideas more naturally, without needing to focus on every single word. Research by [9], has shown that students who regularly practice extensive reading often develop more positive attitudes toward reading and feel more confident when reading in English.

Teachers and language programs might supply graded readers, refer exciting books, and develop reading contests attachments motivation to read widely in English.

Encouraging Peer Interaction and Teacher Support

Another valuable approach to improve reading in English involves peer interaction and teacher support. Undoubtedly, group reading activities, class discussions based on reading materials, and reading circles can make the reading process more engaging and collaborative for learners. Peer discussions allow learners to share their personal views, ask some questions about some confusing passages if there are any, and build confidence in their reading abilities. Therefore, collaborative learning fosters a supportive environment where learners are more motivated to read and participate actively during class activities conducted in class specifically for improving reading skills. (Harmer, 2007).

Furthermore, teachers also play a significant role in motivating students to read in English. They can guide learners in choosing appropriate reading materials, demonstrate effective reading strategies to use while reading, and provide constructive feedback based on the learners’ reading performances. Teachers who create in students a positive attitude toward reading and share their own reading experiences can inspire students to view reading not as a overwhelming and boring task, but as an enjoyable activity.

In addition to that, structured classroom activities such as paired reading, reader response journals, and thematic discussions can make reading more interesting activity. Teachers may also implement scaffolding techniques to support learners gradually, such as pre-teaching vocabulary, previewing texts, and using graphic organizers. As a result, with the ongoing support from teachers, learners develop the autonomy and confidence needed to read more complex English texts independently.

Conclusion

The learners who find reading in English difficult, can combat their struggles by developing vocabulary, familiarising themselves with different types of text and learning effective reading strategies and practicing them while reading in English. A reduction of anxiety and the use of innovative digital tools can increase reading motivation and improve reading comprehension.

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МУЛЬТИМЕДИЯЛЫҚ РЕСУРСТАРДЫ ПАЙДАЛАНУ АРҚЫЛЫ ШЕТЕЛ ТІЛІ ҮЙРЕНУШІЛЕРДІҢ МӘДЕНИ ТҮСІНІГІН АРТТЫРУ

Аңдатпа

Бұл мақалада шетел тілін оқыту үдерісінде мультимедиялық ресурстардың рөлі мен маңызы қарастырылады. Автор тіл мен мәдениеттің тығыз байланысын ашып көрсетіп, фильмдер, әндер, подкасттар мен виртуалды экскурсиялар арқылы студенттердің мәдениетаралық құзыреттілігін дамыту жолдарын сипаттайды. Сонымен қатар, сыныпта мультимедияны тиімді қолдану тәсілдері мен оның мотивациялық әсері талданады. Мақалада мультимедиа тек тілдік білім беріп қана қоймай, тұлғаның мәдениетаралық сезімталдығын арттыруға мүмкіндік беретіні көрсетілген.

Түйін сөздер: *Мультимедиялық ресурстар, Шетел тілін оқыту, мәдени құзыреттілік, Мотивация, Мәдени таным.*

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ПОВЫШЕНИЕ КУЛЬТУРНОЙ ОСВЕДОМЛЕННОСТИ ИЗУЧАЮЩИХ ИНОСТРАННЫЙ ЯЗЫК С ПОМОЩЬЮ МУЛЬТИМЕДИЙНЫХ РЕСУРСОВ

Аннотация

В статье рассматривается роль мультимедийных ресурсов в процессе обучения иностранным языкам. Автор подчеркивает неразрывную связь языка и культуры, описывает, как фильмы, песни, подкасты и виртуальные экскурсии способствуют развитию межкультурной компетенции студентов. Также анализируются эффективные методы использования мультимедиа на уроках и их мотивационное воздействие. Показано, что мультимедиа не только передает языковые знания, но и формирует межкультурную чувствительность личности.

Ключевые слова: *аутентичные материалы, межкультурная компетенция, стили общения, типы медиа, языковые навыки, языковое образование.*

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ENHANCING CULTURAL AWARENESS OF FOREIGN LANGUAGE LEARNERS THROUGH THE USE OF MULTIMEDIA RESOURCES

Abstract

This article explores the role and importance of multimedia resources in foreign language education. It highlights the close connection between language and culture, describing how films, songs, podcasts, and virtual tours can enhance students' intercultural competence. The paper also examines effective classroom strategies for using multimedia and its motivational impact. It argues that multimedia not only provides linguistic knowledge but also fosters intercultural sensitivity and deeper cultural understanding.

Key words: *Multimedia resources, Foreign language education, cultural competence, Motivation, Cultural awareness.*

Кіріспе. Қазіргі жаһандану жағдайында шетел тілін үйрену тек грамматикалық ережелер мен сөздік қорын меңгерумен шектелмейді. Тіл — жай ғана қарым-қатынас құралы емес, ол белгілі бір халықтың ойлау жүйесінің, сезім әлемінің және мәдени құндылықтарының айнасы. Нағыз тіл үйрену дегеніміз — сөздердің терең мағынасын, сол сөздердің артындағы өмірді, эмоция мен салт-дәстүрді түсіне білу.

Осы мақсатқа жету үшін дәстүрлі оқыту тәсілдері жеткіліксіз болуы мүмкін. Сондықтан мультимедиялық ресурстардың шетел тілі сабағындағы орны ерекше. Олар оқулықтағы құр сөздермен шектелмей, оқушылардың көзін басқа әлемге ашып, тілді қолданатын елдің мәдениетімен танысуға мүмкіндік береді.

Бір деректі фильм, бір ән немесе виртуалды саяхат — мұның бәрі оқушылардың тілді «естіп» қана қоймай, оны «сезінуіне» және «түсінуіне» көмектеседі. Бұл тіл үйренуді жандандырып, оны шынайы тәжірибеге айналдырады, сөйтіп оқушылардың мәдениетаралық сезімталдығын дамытады.

Негізгі бөлім. Мультимедиалық ресурстардың түрлері мен мүмкіндіктері.

Бүгінгі технологияның дамуы білім берудің түрі мен мазмұнын едәуір кеңейтті. Мультимедиа ресурстары әртүрлі формада кездеседі және әрқайсысының өзіндік артықшылығы бар:

Біріншісі ол көркем және деректі фильмдер, телехикаялар — күнделікті сөйлеу тілін, әлеуметтік нормаларды және мәдениеттегі қарым-қатынас үлгілерін көрсетеді. Олар тілді нақты өмір контекстінде үйренуге көмектеседі. Екінші музыка мен әндер — тілдің ырғақтық құрылымын, халықтың ұлттық ерекшеліктерін, тілге тән интонация мен дыбыстау мәнерін сезіндіреді. Үшінші подкасттар мен радио бағдарламалар — нақты тақырыптағы мәдени дискурс арқылы тыңдалым дағдыларын дамытады және ауызекі сөйлеуге жақын мәтіндерді ұсынады. Ең соңғысы виртуалды шындық (VR) және интерактивті экскурсиялар — студенттерді шынайы тілдік және мәдени ортаға «енгізіп», тілдік иммерсияны қамтамасыз етеді.

Бұл құралдар тек ақпарат беріп қана қоймай, эмоция тудырады, қызығушылық оятады және оқыту процесін өмірмен байланыстырады. Әсіресе жастар үшін бұл әдіс — өзін-өзі оқытуға деген ішкі мотивацияны арттырудың маңызды тетігі.

Мәдениетаралық құзыреттілікке әсері. Тіл мен мәдениет — бір-бірімен тығыз байланысты. Әр сөздің артында сол ұлттың дүниетанымы мен өмір салты жатыр. Мультимедиалық материалдар осы жасырын мәдени қабаттарды түсінуге көмектеседі.

Мысалы, фильм көру арқылы студенттер кейіпкерлердің мінез-құлқы, қарым-қатынас стилі, отбасылық және қоғамдық рөлдері арқылы белгілі бір мәдениетті тікелей бақылап, тереңірек түсіне бастайды.

Сонымен қатар, бейнелер мен әндер арқылы студенттер вербалды емес сигналдарды — ым-ишара, дауыс ырғағы, бет-әлпет мимикасы сияқты элементтерді үйренеді. Мұндай компоненттер — мәдениетаралық коммуникацияның маңызды бөлігі.

Бұл тәжірибе тек тілдік білім беріп қана қоймай, стереотиптерді жоюға, өзге мәдениетке құрметпен қарауға үйретеді. Сол арқылы студенттер өз мәдениетін басқа мәдениетпен салыстырып, ашық ойлайтын, толерантты тұлға ретінде қалыптасады.

Сыныпта мультимедианы тиімді пайдалану тәсілдері.

Мультимедиалық ресурстарды мақсатты әрі жүйелі түрде қолдану маңызды. Алдымен тапсырмаларды (pre-task activities) айтсак , бұл Фильм немесе ән тыңдамас бұрын жаңа сөздер мен фондық ақпаратпен таныссамыз. Бұл түсінуді жеңілдетеді және қызығушылықты арттырады. Келесі кейінгі талқылау (post-viewing discussion), бұл қаралған материал бойынша пікір алмасу, сұрақ-жауап ұйымдастыру, сыни ойлауға ынталандыру. Тағы шығармашылық тапсырмалар бар , эссе жазу, әнге жаңа шумақ ойлап табу, рөлдік ойындар өткізу. Бұл әдістер студенттің жеке көзқарасы мен эмоциясын байланыстырады. Соңғы тәсіл ол иммерсивті тапсырмалар болып саналады, VR технологиялары арқылы тапсырыс беру, нәрсе сатып алу, өтірік адамдармен сөйлеу жаттығулар жасау. Осыда Мұғалімнің рөлі өте маңызды емес емес, Олар материалды дұрыс таңдап, оны оқушының деңгейіне, қызығушылығына және оқу мақсатына бейімдеу.

Психологиялық және мотивациялық аспектілер.

Оқытудың тиімділігі ол эмоциялық байланыстың болуымен тікелей байланысты. Мультимедиалық ресурстар студенттің жүрегіне әсер ете алады. Бір ән әсерлендіріп, бір бейнеролик таңғалдырса, бұл сезімдер тіл үйренуге деген ынтаны күшейтеді.

Сонымен қатар, студент шет тілінде фильм түсініп, ән айтып, подкаст тыңдай алғанда — өз қабілетіне сенеді, бұл өз-өзін бағалауды арттырады. Осындай оң эмоциялық тәжірибе ұзақ есте қалады, тілдік білімді шынайы дағдыға айналдырады.

Қорытынды. Мультимедиялық ресурстар — шетел тілін үйретудегі қуатты әрі заманауи құрал. Олар тек лексика мен грамматиканы меңгерту үшін ғана емес, сонымен қатар басқа халықтардың дүниетанымын, мәдени құндылықтарын, өмір салтын тереңірек түсінуге мүмкіндік береді. Бұл — шынайы коммуникативтік құзыреттілікті қалыптастырудың тиімді жолы.

Мұндай тәсіл студентті жай ғана үйренуші емес, оқыту процесінің белсенді, шығармашыл қатысушысына айналдырады. Мультимедиялық оқыту білімге қызығушылықты арттырып, оқудың мәнін, маңызын және өмірмен байланысын күшейтеді. Студент тек тіл ғана емес, тұтас бір мәдени кеңістікті меңгереді, тілдік ортада еркін бағдарлап, жаһандық қоғамда тиімді әрекет етуге дайын маман болып қалыптасады.

Осылайша, мультимедиялық ресурстарды қолдану — тіл үйретудегі сапалы нәтижелерге қол жеткізудің және мәдениетаралық түсіністікті тереңдетудің маңызды тетігі болып табылады.

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SCAFFOLDING ӘДІСІН ҚОЛДАНА ОТЫРЫП, АҒЫЛШЫН ТІЛІН ҮЙРЕНУШІЛЕРДІҢ ОҚУ СТРАТЕГИЯЛАРЫН ЖЕТІЛДІРУ: ПЕДАГОГИКАЛЫҚ ТӘСІЛ

Аңдатпа

Бұл мақалада ағылшын тілін үйренушілердің оқу стратегияларын жақсартуға бағытталған педагогикалық scaffolding (қадамдық қолдау) әдісі жан-жақты талданып, сипатталады. Назар Лев Выготскийдің жақын арадағы даму аймағы тұжырымдамасына және оның білім беру үдерісіндегі қолданылуына аударылған. Мақалада оқуға дейінгі тапсырмалар, модельдеу, мәтінмен контекстік жұмыс және бірлескен оқу сияқты негізгі scaffolding әдістері қарастырылады. Бұл тәсілдер студенттердің бұрынғы білімдерін белсендіру мен жаңа

дағдыларды меңгеруіне ықпал етеді. Сонымен қатар, қолдауды біртіндеп азайту, мәтін құрылымын талдау және оқудан кейінгі рефлексия мәселелері де қамтылады. Оқытушының рөлі ерекше атап өтіледі: ол тиімді оқытуға жағдай жасап, көмекті біртіндеп азайта отырып, студенттердің дербестігі мен өз-өзіне сенімділігін дамытады. Scaffolding – әр студенттің жеке қажеттіліктеріне бейімделетін икемді тәсіл, сондықтан оқу дағдыларын дамытуда тиімді құрал болып табылады. Мақалада мәтінмен белсенді жұмыс істеу арқылы студенттерді оқуға тартудың маңыздылығы және оқытушының метатанымдық дағдыларды дамытудағы рөлі көрсетіледі. Scaffolding оқу және түсіну қабілеттерін арттырумен қатар, дербестік, сыни ойлау және сенімділік қалыптастырады.

Кілт сөздер: *scaffolding, оқу стратегиялары, жақын арадағы даму аймағы, оқу қолдауы, студенттердің дербестігі, метатанымдық дағдылар.*

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СОВЕРШЕНСТВОВАНИЕ СТРАТЕГИЙ ЧТЕНИЯ У ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК С ИСПОЛЬЗОВАНИЕМ SCAFFOLDING: ПЕДАГОГИЧЕСКИЙ ПОДХОД

Аннотация

В статье анализируются и описываются различные педагогические методы улучшения стратегий чтения у изучающих английский язык посредством метода scaffolding (пошаговой поддержки). Особое внимание уделяется концепции Льва Выготского о зоне ближайшего развития и её применению в образовательной практике. Рассматриваются ключевые приёмы scaffolding, включая задания до чтения, моделирование, контекстуальную работу и совместное чтение, которые способствуют активации фоновых знаний и усвоению новых навыков. Также освещаются такие аспекты, как постепенное снижение уровня поддержки, структурный анализ текста и рефлексия после чтения. Особая роль отводится педагогу, который создает условия для эффективного обучения, постепенно снижает помощь и развивает у студентов самостоятельность и уверенность в себе. Метод scaffolding является гибким и позволяет адаптировать учебный процесс под индивидуальные потребности каждого студента, что делает его эффективным инструментом в обучении чтению. В статье подчеркивается значимость активного взаимодействия студентов с текстом и роль преподавателя в формировании метакогнитивных навыков. Scaffolding способствует не только развитию навыков чтения и понимания, но и формированию критического мышления, самостоятельности и уверенности.

Ключевые слова: *scaffolding, стратегии чтения, зона ближайшего развития, учебная поддержка, самостоятельность студентов, метакогнитивные навыки.*

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IMPROVING READING STRATEGIES FOR ENGLISH LANGUAGE LEARNERS USING SCAFFOLDING: A PEDAGOGICAL APPROACH

Abstract

This article analyzes and describes numerous pedagogical ways to enhance reading strategies for English language learners through the scaffolding method. Focus is directed towards Lev Vygotsky's notion of the zone of proximal development and its implementation in the educational process. This article examines essential “scaffolding” approaches, including pre-text assignments, modeling, contextual work, and collaborative reading, which facilitate the activation of background knowledge and the acquisition of new skills by students. The progressive decline in support, textual structural analysis, and post-reading reflection are also examined. The educator plays a crucial role in establishing conditions for effective learning, progressively diminishing assistance and fostering the development of students' autonomy and self-assurance. The scaffolding approach is adaptable and enables the customization of the educational process to meet the individual needs of each student, rendering it an efficient instrument for reading instruction. This article underscores the significance of engaging students in the learning process via active text interaction and highlights the teacher's responsibility in fostering students' metacognitive skills. Scaffolding facilitates the enhancement of reading and comprehension skills while also fostering independence, critical thinking, and self-confidence.

Key words: *Scaffolding, reading strategies, the zone of the nearest development, training support, students' independence, metacognitive skills.*

Introduction

Reading learning strategies are essential to the acquisition of English as a foreign language. The cultivation of reading abilities necessitates not only the capacity to recognize words and phrases but also the proficiency to comprehend the text at a profound level, encompassing the analysis of its structure, substance, and subtext. The “scaffolding” method is a highly effective pedagogical tool for enhancing students' reading strategies, facilitating a smooth transition from extensive instructor support to greater student autonomy.

The notion of “scaffolding” in education was initially introduced by Jerome Bruner and his associates within the framework of Lev Vygotsky's sociocultural learning theory[1]. Scaffolding, defined as “scaffolding”, entails a systematic reduction in the support offered to the student throughout the learning process, as the student gains confidence and proficiency in task completion. This assists kids in reconciling their capabilities with assistance with their independent achievements. The scaffolding method in English reading instruction often encompasses pre-text exercises, active reading tactics, inquiry-based questioning, and post-text analysis.

In acquiring reading skills in a foreign language, scaffolding plays a crucial role by offering pupils appropriate assistance when faced with unfamiliar and intricate texts, subsequently diminishing this support as they advance. This enables pupils to enhance their reading skills and acquire the ability to engage with material autonomously, which is essential in the acquisition of any foreign language.

Main part. The phrase “scaffolding”, or supporting learning, is a significant idea in pedagogy, particularly with foreign language acquisition and reading skill development [2].

Scaffolding is an educational technique in which an instructor progressively withdraws assistance as learners acquire knowledge and enhance their proficiency. Support may pertain to material, processes, and learning methodologies. This necessitates meticulous planning, an initial evaluation of students' existing knowledge, and the monitoring of progress to ascertain the required supports and those that may be eliminated. As a student matures, they encounter increasingly complex obstacles that necessitate various forms of support, which will ultimately diminish with time.

The objectives of scaffolding are to enhance student proficiency and cultivate their abilities as self-regulated learners. This is accomplished by delivering a suitable level of instructional

assistance according to student requirements and contextual intricacy. As students develop as learners, scaffolding may be modified, diminished, or eliminated over time [3].

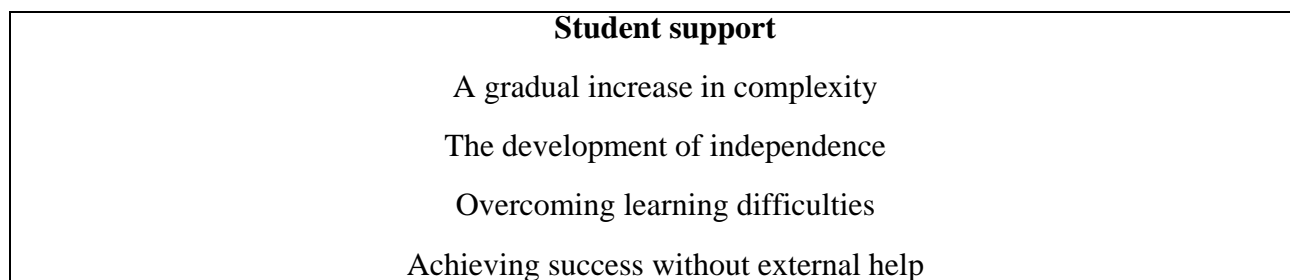


Figure 1. The main goals of the “Scaffolding”

One learning outcome of a biology lesson may be to accurately label and elucidate the operations of a cell. The instructor initially evaluates students' past knowledge and divides lectures into manageable segments. Students receive graphics and guided notes throughout class. Students have access to interactive 3D software that enables them to examine cellular components and their interconnections [4]. During the initial phases of education, learners may utilize their notes and textbooks for formative evaluations and assignments. They receive both automatic and instructor comments on their contributions. Gradually, these scaffolds diminish (e.g., reduced instructor help, absence of notes during formative assessments), leading students to operate with greater independence.

The phrase was initially introduced by American psychologist Jerome Bruner and his associates in 1976. J. Bruner characterized scaffolding as provisional assistance offered by an educator or mentor to aid a student in accomplishing tasks that would be excessively challenging without such support [5]. Scaffolding entails a systematic reduction of external support as the learner gains requisite knowledge and abilities, fostering autonomy and self-assurance.

The primary concept of scaffolding is to offer pupils provisional support during the learning process, which diminishes as the student gains proficiency. The teacher functions as a “scaffolding” that aids pupils in acquiring new concepts until they can independently manage tasks. This process must occur incrementally and focus on enhancing pupils' cognitive and metacognitive abilities.

The notion of scaffolding is intricately linked to the theories of Soviet psychologist Lev Vygotsky, particularly his concept of the zone of proximal development (ZPD). L. Vygotsky posited that learning is most effective when structured to facilitate the transition from tasks achievable with assistance to those manageable independently [6]. Scaffolding is the method of offering assistance to a student within the context of their education.

L. Vygotsky's theory posits that the zone of proximal development represents the disparity between a student's current developmental stage and the level attainable with a teacher's assistance. Effective learning occurs throughout this phase. This concept served as the foundation for the scaffolding theory established by J. Bruner, who suggested a pragmatic application of L. Vygotsky's theoretical framework. Consequently, scaffolding has emerged as a fundamental teaching approach rooted in cognitive developmental theory.

Subsequently, studies in pedagogy validated the efficacy of scaffolding across diverse educational settings. Wood, Bruner, and Ross underscore the significance of scaffolding in acquiring abilities that cannot be attained independently. Their research highlighted that educators should assist students not just in task completion but also in cultivating metacognitive skills, including planning and self-evaluation of their work [7].

Scaffolding has emerged as a crucial instrument in foreign language instruction, particularly in enhancing reading and writing competencies. James Cummins was a principal researcher advocating for the implementation of scaffolding in foreign language instruction [8]. J. Cummins

introduced the concept of "contextual support" in his bilingualism theory, which laid the foundation for the implementation of scaffolding in language instruction. Cummins contended that students acquiring foreign languages require contextual assistance to comprehend new concepts, along with learning practices that foster autonomous engagement with material.

Aida Walqui underscores that scaffolding enables students to not only acquire linguistic proficiency but also to enhance cognitive skills through engagement with more intricate texts [9]. A. Walqui contends that scaffolding enables students to apply their knowledge, progressively advancing to more challenging tasks without undue frustration. The researcher emphasizes that scaffolding enhances comprehension of vocabulary, grammar, and cultural settings, which is particularly crucial for language acquisition as a tool for real-world communication.

Philip Gibbons' research further substantiates that scaffolding facilitates the steady development of academic language in students [10]. P. Gibbons posits that initiating with uncomplicated tasks and progressively augmenting their difficulty enables educators to assist students in engaging with texts of diverse complexity levels, so enhancing their academic achievement and linguistic confidence.

A primary advantage of scaffolding is its flexibility and responsiveness to individual student demands. The educator can adjust the level of assistance based on the student's existing knowledge and skills, thereby offering a tailored approach to each learner. This is particularly crucial in foreign language instruction, where skill levels might significantly differ within a single group.

Nonetheless, there exist critical perspectives concerning the application of scaffolding. Certain researchers indicate that the strategy necessitates significant time investment from the instructor and may be challenging to execute in large student groups. Van Lier contends that to implement scaffolding effectively, a teacher must meticulously organize each instructional stage and possess a high level of qualification to tailor assignments to individual student needs [11]. Moreover, several critics assert that an overreliance on scaffolding may foster student dependence on instructor assistance, thereby impeding the cultivation of autonomy. Consequently, the primary responsibility of the educator is to establish a balance between offering assistance and progressively enhancing the students' autonomy.



Figure 2. The zone of proximal development: the path to independence through support

The Zone of Proximal Development (ZPD) refers to the disparity between what children can accomplish autonomously and what they can achieve with assistance. It is the supplementary environment in which students can study, practice, and attain objectives that would be unattainable without enhanced support and direction.

Instructing below the Zone of Proximal Development leads to students mostly revisiting familiar concepts and honing existing skills, resulting in negligible learning advancement [12]. Conversely, instructing solely on unfamiliar ideas results in frustration and failure, hence constraining learning opportunities. While the learning process frequently entails uncertainty and first setbacks, scaffolding is employed to mitigate unneeded difficulties and facilitate student achievement. Instructing within the Zone of Proximal Development enables students to utilize their existing knowledge effectively while obtaining guidance and practice opportunities to ultimately achieve the course's learning objectives autonomously.

The fundamental concept is that learning is most efficient when the learner operates inside the zone of proximal growth, engaging in tasks that are slightly beyond their current ability but may be accomplished with the assistance of a mentor. This facilitates the enhancement of cognitive talents (logical reasoning, analysis, information synthesis) and metacognitive skills (the capacity to assess one's own learning process and modify one's techniques accordingly). The concept of the zone of proximal development underscores the significance of incremental learning and the necessity for provisional assistance in attaining complete autonomy. Educators and mentors must be cognizant of their students' developmental stages to effectively construct the learning process tailored to their existing knowledge and skills, progressively advancing them.

Diverse instructional approaches exist to enhance students' reading strategies through the scaffolding method (educational support). Educators employ several tactics, including pre-text tasks that stimulate prior knowledge and the demonstration of reading practices that students then implement independently. Contextual support, collaborative reading, and text structure analysis enhance students' comprehension of the text. As the teacher's support diminishes, it is crucial for fostering independence and critical thinking in students.

The main pedagogical approaches are presented in Table 1.

Approach	Description	Examples
Pre-Reading Activities	Exercises conducted before reading to activate learners' background knowledge and prepare them for the new material.	Discussing the topic of the text, predicting content based on titles, working with keywords, examining visual elements (illustrations, graphs, etc.).
Modeling	The teacher demonstrates reading strategies that students later apply independently.	An example might be reading aloud with commentary, highlighting the main idea, or showing how to use context to understand unfamiliar words.
Questioning and Discussion	Asking questions about the text helps learners process what they have read and	The teacher poses both general and detailed questions that lead to discussions about meanings, character analysis, and

	identify key points.	identifying key themes.
Contextual Support	Ensuring that learners understand new words and grammatical structures through context.	Discussing vocabulary meanings, analyzing grammar structures, and deriving the meaning of words based on their surroundings in the text.
Shared Reading	The teacher and students read the text together, pausing at key moments for explanation or discussion.	The teacher selects sections of the text for reading aloud, discussion, and analysis with the class, focusing on difficult areas and new vocabulary.
TextStructure Analysis	Analyzing the structure of the text to help learners better understand how information is organized and the logic behind the text's construction.	The teacher helps students break the text into parts, identify the main ideas of each paragraph, and discuss the links between sections (transition words and phrases).
Post-Reading Reflection	Students reflect on the text, discussing key points and providing feedback on the content.	Writing a summary of what was read, discussing the main conclusions, offering opinions about the material, analyzing the style and author's perspective.
Group Workand Interaction	Students work in groups or pairs, discussing the text and solving tasks related to text analysis.	Discussing the text in small groups, completing joint text analysis tasks, preparing questions and answers, critically analyzing arguments and the text's context.
Gradual Reduction of Support	The teacher gradually reduces the level of assistance as students become more competent and confident in independently working with the text.	The teacher provides strong support initially, helping students overcome difficulties but gradually steps back, allowing students to work more independently.
Metacognition	Developing learners' ability to become aware of their reading strategies and adjust them depending on the task	Students learn to analyze their own reading methods, assess the effectiveness of their strategies, adjust approaches if necessary, and discuss their results with the

	at hand.	teacher.
<i>Note – compiled by the author</i>		

Table 1 – Pedagogical approaches to improving reading strategies using Scaffolding

Employing scaffolding in reading acquisition may encompass multiple stages. Initially, the instructor familiarizes pupils with the text's context and engages their prior knowledge. This can be accomplished through discussions regarding the text, engaging with keywords, and studying headings and images. This method enhances students' comprehension of the text's subject matter and alleviates their anxiety prior to engaging with new content.

The subsequent phase entails direct text reading with the teacher's active involvement. The teacher must assist students in formulating inquiries regarding the book, emphasize essential concepts, and elucidate intricate vocabulary and structures. This phase encompasses vocabulary, grammar, and text structure, facilitating a deeper exploration of the content by students.

As children advance in their reading, the teacher progressively diminishes the extent of his assistance. Students individually employ the skills provided by the teacher: seeking context for new vocabulary, utilizing guiding questions, and examining the text in terms of content and structure. At this juncture, it is imperative for pupils to engage individually with the material, so fostering advanced critical thinking and comprehension skills.

A fundamental characteristic of employing scaffolding in reading instruction is its flexibility and adaptability. Educators can adjust the degree of assistance based on the capabilities and requirements of individual students, enabling each student to progress at their own speed. This is particularly crucial in groups where students' language skill levels may differ markedly. Scaffolding facilitates a personalized approach for each student while maintaining the overall efficacy of the educational process.

Research indicates that the scaffolding method enhances the development of cognitive and metacognitive reading methods. Cognitive methods encompass approaches such as repeated reading, identifying the primary idea, and comprehending the text's structure. Metacognitive tactics encompass knowledge of the reading process, the capacity to assess one's own work, and the ability to modify approaches when difficulties arise. Consequently, scaffolding aids children in acquiring reading skills while simultaneously fostering self-regulation abilities essential for their continued academic success.

Conclusion. In summarizing the several methodologies for enhancing reading techniques through the scaffolding method, it can be asserted that this pedagogical approach constitutes the most significant instrument in contemporary education.

The primary objective is to assist students in surmounting challenges in the learning process and to facilitate the incremental acquisition of new abilities through provisional teacher support.

The implementation of scaffolding is grounded in Lev Vygotsky's socio-cultural learning theory, whereby the zone of proximal growth is crucial. This method enables pupils to conquer activities that initially appear daunting, but with the teacher's assistance, they become achievable.

A fundamental feature of scaffolding is the teacher's active engagement of pupils in the learning process. Employing strategies like pre-text assignments and modeling, educators facilitate the activation of students' prior knowledge and equip them for the comprehension of new content. Pre-text tasks are crucial to the reading process, since they enable students to comprehend the context of the text and prepare them for engagement with it. Assignments may involve analyzing keywords, examining visuals or headlines, which aids students in anticipating the text's content and alleviating anxiety while facing unfamiliar information.

Modeling, as a scaffolding tool, is crucial for illustrating reading strategies. The instructor demonstrates to pupils how to emphasize the central concept, utilize context to comprehend unfamiliar vocabulary, and conduct a more profound text analysis. This enables pupils to observe

the reading process in action and later implement these tactics independently. A primary responsibility of the instructor is to assist students in task completion while simultaneously fostering their metacognitive skills—specifically, the capacity to organize their work, assess their own achievement, and modify strategies for task execution.

Once students have developed fundamental text abilities, the instructor progressively diminishes the degree of assistance. This procedure is termed gradual scaling down and constitutes a fundamental aspect of the methodology. Students commence the autonomous application of tactics given during the initial phases of learning, including contextualizing new vocabulary, posing inquiries regarding the text, and conducting analyses. Decreasing the extent of instructor support fosters independence and enhances students' critical thinking and analytical skills.

An additional significant facet of scaffolding involves engaging with context. Educators facilitate students' acquisition of vocabulary and grammatical structures through the contextual framework of the text. This is particularly crucial when engaging with literature in a foreign language, as pupils encounter a plethora of unfamiliar vocabulary and grammatical structures. Contextual support aids students in both memorizing new vocabulary and comprehending their meanings in relation to the overall content of the text. This enhances vocabulary expansion and fosters the capacity for profound comprehension of reading material.

Consequently, the scaffolding method equips educators with a versatile instrument for instructing students. It enables the adjustment of assistance levels based on the specific requirements and abilities of each student, hence enhancing the effectiveness and personalization of the learning process. This method is particularly effective in reading instruction, as it requires pupils to comprehend the material while also cultivating critical thinking, analytical abilities, and independent work skills. Scaffolding is an effective teaching approach that enhances students' cognitive growth while fostering their self-confidence and inclination towards independence. Educators employing this approach assist students in effectively managing present assignments while also equipping them for future academic and life achievements.

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FORMATION OF STUDENTS' DIGITAL LITERACY AT FOREIGN LANGUAGE EDUCATION THROUGH MOBILE LEARNING TECHNOLOGIES (B1 LEVEL)

Abstract

This study examines the role of mobile technologies in developing students' digital literacy in foreign language classes. The introduction raises the topic's relevance and describes the current state of students' digital skills. The main part is divided into two blocks: the first reveals how mobile technologies contribute to the development of digital literacy (e.g. through access to information, digital communication, and independent learning), and the second — what specific methods a teacher can use to integrate these technologies into the educational process (digital projects, online platforms, blogging, etc.). The conclusion emphasizes that the effective use of mobile technologies not only helps in language learning, but also develops key 21st century skills in students

Key words: *digital literacy, mobile learning, language education, mobile-assisted language learning (MALL), foreign language teaching, technology integration, 21st-century skills*

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ШЕТ ТІЛДІК БІЛІМ БЕРУДЕ БІЛІМ АЛУШЫЛАРДЫҢ САНДЫҚ САУАТТЫЛЫҒЫН МОБИЛЬДІК ТЕХНОЛОГИЯЛАР АРҚЫЛЫ ҚАЛЫПТАСТЫРУ ЖОЛДАРЫ (B1 ДЕҢГЕЙІ)

Аңдатпа

Бұл мақалада шет тілі сабақтарында оқушылардың цифрлық сауаттылығын дамытудағы мобильді технологиялардың рөлі қарастырылады. Кіріспе тақырыптың өзектілігін арттырады және студенттер арасындағы цифрлық дағдылардың қазіргі жағдайын сипаттайды. Негізгі бөлім екі блокқа бөлінген: біріншісі мобильді технологиялардың цифрлық сауаттылықты дамытуға қалай ықпал ететінін ашады (мысалы, ақпаратқа қол жеткізу, цифрлық коммуникация және өз бетінше білім алу арқылы), ал екіншісі — мұғалім осы

технологияларды білім беру үдерісіне (цифрлық жобалар, онлайн платформалар, блог жүргізу және т.б.) интеграциялау үшін қандай нақты әдістерді қолдана алады. Қорытындыда мобильді технологияларды тиімді пайдалану тіл үйренуге көмектесіп қана қоймайды, сонымен қатар студенттерде сыни тұрғыдан ойлау, цифрлық қауіпсіздік және тәуелсіз оқуды басқару сияқты 21 ғасырдағы негізгі дағдыларды дамытатыны атап өтіледі.

Тірек сөздер: *цифрлық сауаттылық, мобильді оқыту, тілдік білім, мобильді тілде оқыту, шет тілін оқыту, технология интеграциясы, 21-ші ғасыр дағдылары*

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ФОРМИРОВАНИЕ ЦИФРОВОЙ ГРАМОТНОСТИ ОБУЧАЮЩИХСЯ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА ПОСРЕДСТВОМ ИСПОЛЬЗОВАНИЯ МОБИЛЬНЫХ ТЕХНОЛОГИЙ ОБУЧЕНИЯ (УРОВЕНЬ B1)

Анотация

В статье рассматривается роль мобильных технологий в развитии цифровой грамотности учащихся на занятиях по иностранному языку. Введение поднимает актуальность темы и описывает современное состояние цифровых навыков среди студентов. Основная часть разделена на два блока: в первом раскрывается, как мобильные технологии способствуют развитию цифровой грамотности (например, через доступ к информации, цифровую коммуникацию и самостоятельное обучение), а во втором — какие конкретные методы может использовать учитель для интеграции этих технологий в образовательный процесс (цифровые проекты, онлайн-платформы, ведение блогов и т. д.). В заключении отмечается, что эффективное использование мобильных технологий не только способствует изучению языка, но и развивает у учащихся ключевые навыки XXI века, такие как критическое мышление, цифровая безопасность и самостоятельное управление обучением.

Ключевые слова: *цифровая грамотность, мобильное обучение, языковое образование, изучение языка с помощью мобильных устройств, преподавание иностранных языков, интеграция технологий, навыки 21-го века*

Introduction

In the context of rapid technological progress and digitalization of all spheres of life, education is also undergoing significant changes. One of the most noticeable processes of recent years has been the active introduction of mobile technologies into the educational process, including teaching foreign languages [1, p.157–160]. Modern students and schoolchildren have long perceived smartphones, tablets and other mobile devices not as a distraction, but as familiar tools for obtaining information, communication and even self-development. This has become especially relevant in language learning, where mobile technologies allow organizing practice more flexibly, efficiently and individually. Today, most students own mobile devices and have constant access to the Internet. This creates unique opportunities for learning foreign languages - both in the formal educational environment and outside it. A variety of mobile applications, online platforms and digital resources allows students to choose the most convenient and interesting forms of training for themselves. Applications such as Duolingo, Memrise, Anki, Quizlet, HelloTalk, Tandem have become especially popular due to their accessibility, ease of use and motivational mechanisms (gamification, points, levels, achievements) [2, p.3–7]. They allow you to effectively practice vocabulary, grammar, pronunciation and even communication skills with native speakers.

There is also a difference in the level of awareness and independence among students. Some actively use technologies to develop language skills: they listen to podcasts, read articles, communicate with native speakers in messengers. Others perceive mobile devices as an auxiliary element, without directly linking them to systematic learning. In this context, teachers play an important role, who can guide students, show them effective methods and tools, and integrate mobile technologies into the learning process so that they become part of everyday language practice [3, p.96–104].

It is also important to note the impact of the COVID-19 pandemic, which has significantly accelerated the digitalization of education. In the context of distance learning, mobile technologies have become not just an option, but a necessity [5, p. 5–8]. Many students have mastered new communication formats, learned to use mobile platforms to complete assignments, participate in virtual classes and receive feedback. Although not all students continue to actively use mobile technologies after returning to face-to-face learning, the general attitude towards them has become more positive and mature.

This study examines how the Internet and mobile platforms not only provide learners with access to authentic content such as videos, podcasts, articles, news, and interaction with native speakers, but also develop students' important 21st century digital literacy, which contributes to the development of intercultural competence.

Main part. Formation of digital literacy through mobile technologies in foreign language lessons

Modern students, especially representatives of generation Z and alpha, are familiar with mobile devices from an early age [6, p.563–571]. However, this does not guarantee their conscious and productive use of technology for educational purposes. It is foreign language classes that provide a unique opportunity to turn familiar gadgets into a tool for developing digital literacy.

Firstly, the use of mobile applications such as dictionaries, translators, platforms for learning vocabulary (for example, Quizlet, Duolingo, Anki) allows students to master the skills of independent search, evaluation and processing of information. This teaches them to critically approach sources, choose reliable digital resources and effectively manage their learning. [7, p.143–167]

Secondly, working with texts and videos in foreign languages on YouTube, TED, BBC Learning English or Deutsche Welle platforms helps schoolchildren not only expand their linguistic horizons, but also develop the ability to navigate in the digital space. They learn to find the necessary content, switch between formats (audio, video, subtitles), adapt materials to their level, which is an important element of digital literacy - adaptability and flexibility in the digital environment. In addition, many digital tools involve collaboration: online boards (Padlet, Jamboard), voice messengers, video calls, commenting and editing documents in Google Docs. All this not only contributes to the development of language skills, but also forms the ability to collaborate in the online space - the most important component of digital literacy.

Developing Critical Thinking and Safe Digital Behavior in Language Learning

Mobile technologies are not only language learning aids, but also tools for developing critical thinking and responsible behavior in the digital world. Discussing fake news, checking the reliability of sources, comparing cultural materials from different countries — all of this can be integrated into assignments in foreign language lessons.

For example, students can be asked to analyze articles from foreign media on various topics (politics, ecology, culture) and discuss how objective the information is, what lexical means shape the point of view, whether there are signs of manipulation. Such an assignment simultaneously develops language competence and teaches how to recognize media manipulation — an important digital literacy skill [8, p.25–49]

Another important aspect is the development of safe behavior in the digital environment. During assignments related to communication on language forums, creating blogs or running projects on social networks, students may encounter issues of privacy, communication ethics, and copyright.

The teacher's job is to discuss these topics and develop students' understanding of how to be polite, protect personal data, and respect other people's digital work.

Thus, mobile technologies in teaching a foreign language are becoming not just a means of practicing grammar or vocabulary, but a powerful tool for developing sustainable digital literacy skills - from critical analysis of information to safe and productive digital interaction.

Interactive methods and forms of work

1. Digital project method

One of the most effective ways to develop digital literacy is to include mini- and macro-projects using mobile applications in the learning process. For example, students can create video presentations, podcasts, infographics or blog posts in a foreign language using mobile applications such as Canva, CapCut or Blogger. This not only helps develop language skills, but also helps develop the skills of searching, analyzing and structuring information, as well as working with visual content - key components of digital literacy.

2. Mobile quizzes and games

Using applications such as Kahoot!, Quizizz, Wordwall, Blooket allows you to organize game forms of knowledge control that engage students, train attention, reaction and the ability to quickly make decisions in a digital environment. In addition, the creation of their own quizzes or cards by students (for example, in the Quizlet application) develops the skills of critical selection of information, systematization and presentation of educational material

3. Digital discussions and forums

Organizing discussions via messengers, closed groups in Telegram, Discord or Google Classroom allows students to practice written and oral communication in a digital environment. This helps develop both language and social digital skills: the ability to politely express opinions, comment on other people's ideas, and respect digital etiquette.

Methods for Teaching Independence and Responsibility in the Digital Environment

1. Digital Diaries and Portfolios

Mobile technologies allow students to keep personal study diaries in Google Docs, Notion, or other convenient applications. In them, they can reflect their successes, difficulties, goals, and plans. Portfolios help develop self-assessment skills, conscious use of digital tools, and digital documentation.

2. Searching for and critically analyzing digital information

The teacher can include in assignments searching for information on a specific topic on foreign websites, asking students to compare different sources, identify fake data, and check the reliability of websites. This develops students' digital information literacy, the ability to work with large amounts of data, and make informed conclusions.

3. Collaborative assignments via cloud services

Working in Google Docs, Padlet, Jamboard, and other platforms teaches students collaborative digital activities. This includes delegating tasks, interacting in an online environment, editing shared documents - all of these are integral elements of digital literacy.

4. Reflection and digital self-education

The teacher can teach students to use mobile educational platforms such as Duolingo, BBC Learning English, Memrise, and motivate them to learn independently. In this way, students learn to use digital technologies as a tool for continuous self-development.

Conclusion. In the modern educational space, the development of digital literacy has become one of the priority tasks, especially in the context of teaching foreign languages. Mobile technologies act as not only an auxiliary tool, but also a full-fledged means of developing the skills necessary for life and work in the digital age. Through the use of applications, interactive platforms and online services, students not only master the language, but also learn to think critically, filter information, work in a team and independently manage their learning.

The role of the teacher in this process is key: it is he who sets the vector for the use of technologies, selects suitable methods and teaches children not only to use digital tools, but also to understand their meaning and capabilities. With the help of carefully selected methods - from digital projects to keeping online diaries - teachers help students develop sustainable skills in the digital environment, and also form a responsible and conscious attitude towards technology.

Thus, mobile technologies in teaching foreign languages become not only a bridge to more interesting and effective acquisition of material, but also a powerful resource for the formation of full-fledged digital literacy that will accompany students throughout their lives.

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