

The study of anthropometric data in children with an active motor regime (children involved in schools with a sports bias). From sports specialization, football players, volleyball players and swimmers were examined. All specializations are related to mass, widespread sports.

As well as children with a passive motor regime, children of a general education school, who are engaged in general physical education according to the school program.

The pace of the classes combines a low and medium intensity exercise according to the program approved by the Ministry of Education and Science.

Key words: physical culture, physical training, anatomical and anthropological, deepening, motor mode, functional.

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THE USE OF MOBILE LEARNING AS A MODERN INFORMATION TECHNOLOGY IN LEARNING OF FOREIGN LANGUAGE IN THE EDUCATIONAL INSTITUTIONS

The article examines the current trends of mobile learning in modern education. Some of the aspects of implementation such mobile approach are mentioned below. It is noted that despite the widespread availability of different types of mobile phones among students, mobile learning poorly distributed in high schools of Kazakhstan. The technical and psychological readiness of students to use mobile technology in the learning process is analyzed. Also, the experience of the first world mobile learning technology is examined. Based on that findings some of the advantages and the most suitable mobile devices are outlined. These devices, which originally were developed for entertainment might play a crucial role in increasing the efficiency of Kazakhstan's education sector. It concludes that most of today's students are ready both technically and psychologically to use mobile technology in education, and it is highly important to consider any new opportunities for more effective use of mobile learning.

Key words: mobile learning, methods of mobile learning, students' readiness to mobile learning.

Introduction

Forthelast 20 years, the social and economic development of Kazakhstan and related changes in the different spheres of public life have led to the renewal of national education. At the present time, the establishment of a new educational system focused on entrance into world information and education space which is taking place in Kazakhstan. This process is followed by significant changes in the pedagogical theory and practice of the educational-bringing-up process associated with adjustment to the content of learning technology. It becomes necessary

to develop a new model of learning based on the modern information technologies that realize principles of personal education.

The information technologies mean different ways, means, and, devices of processing and release of information, largely by the aim of a personal computer as well as special software, interchangeability by the Internet and associated equipment.

The information technologies, considering as one of the elements of the entire education system, not only facilitate access to information, give opportunities to vary learning activity, its individualization, and differentiation, but also make possible interaction of all the subject of learning activity, to establish an educational system in which students would be an active and equal participant of learning activity. Adoption of new information technologies to the learning process makes it possible to activate the learning process, to realize ideas of developmental learning, to advance the pace of the learning process, to increase the amount of student individual works [1].

Materials and methods

The main aim of learning English in the educational institutions is the acquirement of communicative competence in foreign languages, the ability to use a theoretical knowledge of the language in practice and feel confident in English speaking atmosphere. In this regard, a teacher should create such a situation for speaking in a foreign language which makes them close to the environment of casual and business life as much as possible and complies with the individual and psychological language peculiarities of students. For the successful achievement of this aim, innovative computer technology is used.

The important specification of modern computer technologies is their interactivity. Influence of information from the author (teacher) to the recipient (students), in this case, the recipient (students) is not passive; in return, he impacts the author (teacher). This impact is an opportunity to switch over a button at any time or go to another site, that is an opportunity for immediate intervention, questions, comments from the side of the recipient (students).

UNESCO Institute for Information technologies in education published an analytical note under the name «M-Learning» about the important role of mobile communications tools in the life of youth and about the ignorance of this fact by teachers. It is true. It is not a secret that most of the young generation studying at the educational institution does not use even conventional paper resources (books, educational guidance, dictionaries). All the information is gathered by means of a computer, mobile phone, iPhones, and other gadgets with an Internet connection. The widespread use of the above-mentioned devices allows modern teachers to make helpers in the organization of the teaching process. In that way technology named m-Learning comes into view.

For the first time technology m-Learning was appeared in the USA in 1968, when Allan Key and his colleagues from Learning Research Group created Dynabook, a computer designed for learning. Since that time m-Learning has been developed along with advanced information technologies.

Today e-Learning gets widespread use. It is no wonder because this technology has a set of advantages.

1) Never had there been so accessible technology in the history of information technology in the educational sphere.

2) Students can receive information anywhere despite where they are: they can wait for a bus at a stop, go along the street, and have breakfast.

3)Technology offers students an individual conception of learning. Lecture, class, practical works focused on individual characteristics of every student and lifestyle.

4)Provides information by means of new media channels and establishes different forms and types of work. Apps used in m-Learning offer a wide range of work from games tests to mini serials.

5)Information is delivered by on-line mode. The students can make a note, take a photo, record audio, and video, and sent it to a computer by the Internet using mobile devices that turn into generalized facilities of information sharing.

6)The feature of this technology is an interaction between the participants of the teaching process. The students and teachers can be connected by the Internet not only in learning activities but also after it. The exchange of messages by means of mobile connection, discussion on chat and blog, exchange of e-mails online, make a learning process continuous and various.

7)It advances working skills on a mobile device. The use of mobile devices is a part of modern business life so education in this sphere directly helps to improve competitiveness, acquire important knowledge and skills, and advance the method of work.

8)Combine learning and entertainment. (One of the popular directions in education these days)

The most advanced mobile device that might be used in the practice of foreign language teaching, is considered to be a tablet computer (iPad) because of its genericity (you can listen to music, read a book, write, search for information online, play games and so on), gauge, touch screen that is sensitive to every touch flick and by means of it, tests can be scaled up and down as much as the right size, a great number of educational apps (including the developed for iPhone) which is intensively being used in the teaching of foreign languages. As well as a big advantage is that these apps give an opportunity to students to move from free search and web browsing to so-called personalized web search (personalized choice of content) that allow creating personalized profession-oriented teaching space as far as these apps such as a teaching guide, dictionaries, references, class scheduler, maps, specialized web search engines, podcasts of lecture and news, news feed from profession-oriented sites or blogs and other are usually downloaded to the smartphone of a teenager who has respect to m-Learning. From point of our culture-specific concept view, it is necessary to remind teenagers to use tablet computers less frequently than smartphones. With this in mind, we will speak about the use of this mobile device in learning foreign languages in particular [2].

Results and discussion

In this way, we try to answer the question; why should we draw attention just to this teaching technology in learning foreign languages?

Answers are listed below:

1)It enhances motivation in learning of foreign language by means of foreign technology. In fact, a children's acquaintance with a smartphone takes place before going to school. This mobile device is very familiar to them, they use it every day;

2)It develops communicative competence of students;

3)It improves all four sections of a foreign language, such as, reading, writing, speaking, and listening;

4)It helps to use a foreign language as a communication means;

5)It helps a learning process, so students have an opportunity to study, analyze, and choose types of activities that are real and important [3-6].

How can we use a device for learning when it was made for entertainment? An undertaken study among teenagers at the ages of 15-18 shows that 100% of surveyed students use their smartphone for dictionary access in foreign language classes. This can be both downloaded apps and online dictionaries. Modern apps are not just a hard copy in e-form but a program having audio apps. That is while applying such dictionaries students can not only know the meaning of words but also have an opportunity to listen to their right pronunciation that assists in right memorizing.

The second place by popularity is followed by listening to educational audio files and sometimes video films. Apart from file playing, modern smartphones have the ability to record it. In learning foreign languages this function is useful as long as it gives an opportunity to record your speech and later listen to it; therefore, students pay attention to their mistakes if any. By means of Internet connection and wireless data transmission feature (Wi-Fi, Bluetooth) a record can be transmitted to the teacher's device for the following control.

The use of such mobile services as messengers are means for advancing writing skills. The easiest task is vocabulary testing online when a teacher sends to students a lexical item or entire sentence, in reply the teacher receives translation. Either he includes game elements. The students send lexical items in a circle by means of a short text message and in this way, all of them create a short essay or a quiet number of stories. The teacher sends the first message which sets a tone for continuation. Then one of the students writes a couple of phrases, and so on, at the end, the teacher gets the completed work to his device.

The capability of modern smartphones is almost limitless. The main advantage of it is not only access to the Internet but also web browsing in full. The students' mobile phones can be connected to the info media of educational institution at any time as an alternative to desktop and it is used for realizing coming projects and team works. Through it, students get individual tasks on vocabulary and grammar. The test is accessible online. The results of the test are transferred to the user account of the teacher [7-13].

Conclusion

Mobile devices are covered all the spheres of our life and mobility is becoming one of the key requirements to the students. Nontraditional teaching method by mobile service has an enormous potential in the sphere of learning foreign languages. Generally, we should say that the teachers play an important role in process of mobile learning's implementation. We think that teachers should determine the effectiveness of mobile learning in practice. The willingness of teachers to mobile learning should be formed under the influence of all of the capabilities and limitations in m-learning. This will avoid the negative perceptions and biased vision of the problems in mobile learning's implementation. The main result in our study is that teachers are ready to accept mobile learning and they motivated to use mobile technologies for the convenience of students' learning a foreign language.

БІЛІМ БЕРУ ҰЙЫМДАРЫНДА ШЕТ ТІЛІН ҮЙРЕТУДЕ ҚАЗІРГІ АҚПАРАТТЫҚ ТЕХНОЛОГИЯЛАР РЕТІНДЕ МОБИЛЬДІ ОҚЫТУДЫ ҚОЛДАНУ

Мақалада қазіргі заманғы білім берудегі мобильді оқытудың заманауи даму бағыттары қарастырылған. Мұндай мобильді оқытудың заманауи даму бағыттарын жүзеге асырудың кейбір аспектілері мақалада рет-ретімен білім алушыларға түсінікті жолмен келтірілген. Білім алушылар арасында ұялы телефондардың әртүрлі түрлерінің кең қол жетімділігіне қарамастан, мобильді оқыту Қазақстанның жоғары оқу орындарында әлі де болса үлкен көңіл аударуды қажет етеді. Білім алушылардың оқу процесінде мобильді технологияларды пайдалануға техникалық және психологиялық дайындығы талданып айтылады.

Сондай-ақ, мақалада әлемдегі алғашқы мобильді оқыту технологиясының тәжірибесі назарға алынып, көптеген мысалдар келтіріледі. Осы нәтижелерге сүйене отырып, кейбір артықшылықтар мен ең қолайлы мобильді құрылғыларды бөліп көрсетуге болады. Бұл гаджеттер, бастапқыда ойын-сауық үшін әзірленген, қазақстандық білім беру секторының тиімділігін арттыруда шешуші рөл атқаруы мүмкін. Ұялы телефондар білім беру материалдары бар ғаламтордың сайттарына қол жеткізуді қамтамасыз етеді, қашықтан оқытуда да пайдаланылады. Қазіргі білім алушылардың көпшілігі білім беруде мобильді технологияны техникалық жағынан да, психологиялық тұрғыдан да қолдануға дайын деген қорытындыға келуге болады. Білім беру ұйымдарында шет тілін үйретуде қазіргі ақпараттық технологиялар ретінде мобильді оқытуды қолдану және тиімді пайдалану үшін кез-келген жаңа мүмкіндіктерді ескеру қажет деген қорытынды жасалады.

Негізгі сөздер: мобильді оқыту, оқытудың әдісі мен құрамы, студенттердің мобильді оқытуға дайындығы.

ИСПОЛЬЗОВАНИЕ МОБИЛЬНОГО ОБУЧЕНИЯ КАК СОВРЕМЕННОЙ ИНФОРМАЦИОННОЙ ТЕХНОЛОГИИ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА В УЧРЕЖДЕНИЯХ ОБРАЗОВАНИЯ

В статье рассматриваются направления использования мобильного обучения в современном образовании. Некоторые аспекты реализации такого мобильного подхода упоминаются ниже. Отмечается, что, несмотря на широкую доступность различных типов мобильных телефонов среди студентов, мобильное обучение слабо распространено в вузах Казахстана. Анализируется техническая и психологическая готовность студентов к использованию мобильных технологий в учебном процессе, т.е. в обучении. Также рассматривается опыт первой в мире технологии мобильного обучения. Основываясь на этих выводах, можно выделить некоторые преимущества и наиболее подходящие мобильные устройства. Эти гаджеты, которые изначально разрабатывались для развлечения, могут сыграть решающую роль в повышении эффективности казахстанского сектора образования. Мобильные телефоны обеспечивают доступ к сайтам интернета с образовательными материалами, используются и в дистанционном обучении. Делается вывод о том, что большинство современных студентов готовы как технически, так и психологически использовать мобильные технологии в образовании, и крайне важно учитывать любые новые возможности для более эффективного использования потенциала мобильного обучения. Использование мобильного обучения как современной информационной технологии в изучении иностранного языка в учреждениях образования, несомненно, является актуальной задачей.

Ключевые слова: мобильное обучение, методы и средства обучения, готовность студентов к мобильному обучению.

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БАЛАЛАРДЫ ШЕТЕЛ ТІЛІНДЕ ЕРТЕ ОҚЫТУДЫҢ КЕЙБІР ПСИХОЛОГИЯЛЫҚ АСПЕКТІЛЕРІ

Балалардың оқуға психологиялық дайындығының проблемасы әрқашан өзекті болды, өйткені балалардың болашақтағы дамуы мен білімінің жетістігі оны шешу әдістеріне байланысты, бұл олардың еңбек нарығындағы бәсекеге қабілеттілігінің ғана емес, сонымен қатар олардың кейінгі өмірдегі жетістіктерінің кілті болып табылады. Қазіргі уақытта білім беруді ертерек бастау үрдісі байқалады, өйткені көптеген ата-аналар бұл процесті 3-4 жастан бастайды. Осы орайда, бұл мақаланың мақсаты - баланың жалпы ерте білім алуға және оның ішінде шет тілін ерте үйренуге психологиялық дайындығының негізгі компоненттерін олардың даралық және жеке қасиеттерін анықтау арқылы сипаттау. Жұмыста балалардың оқуға психологиялық дайындығының негізгі компоненттеріне қатысты ресейлік және шетелдік ғалымдардың зерттеу нәтижелері қарастырылды. Мақалада балалардың оқуға психологиялық дайындығының негізгі компоненттері көрсетілген: жеке, интеллектуалды, эмоционалды-ерік және физиологиялық. Бұл компоненттер баланың психикалық дамуының кез-келген күрделіліктегі бағдарлама бойынша, шетел тілін ерте бастаудың мақсаттылығы баланың жасына емес, оның жеке ерекшеліктеріне және оқуға дайындық деңгейіне байланысты деген тұжырым жасалған, сонымен қатар баланың шет тілін ерте үйренуге дайындығын анықтауға арналған практикалық кеңестер берілген.

Негізгі сөздер: балалардың психологиялық дайындығы, ерте оқыту, жеке тұлғалық, интеллектуалды, эмоционалды-еріктік, физиологиялық дамуы, шет тілін ерте оқыту.