

The Relevance of the Use of Mobile Applications in the Teaching of Humanities

Yousef Ibrahim Daradkeh, Saltanat Rakhimbekova

ABSTRACT – During the pandemic, when all educational institutions are mostly forced to switch to distance learning, there is a great demand for various applications and the latest technology with which the student will be able to fully study. A number of universities offer trainings and introductory lectures in order to attract a foreign audience. Nevertheless, given the current situation in the world, when it is safer to study at home, many will prefer domestic universities to foreign ones. Given the material benefits, the student is comfortable studying in his own country. Taking into account a number of consumer reasons, it is possible to consider the creation of international digital projects that will have a positive impact on the education system in the world. Cooperation between higher educational institutions, entrepreneurs, IT technology developers, among which there are various mobile applications available to all students and undergraduates.

Keywords – Relevance, Customers Services, Mobile Applications, Teaching of Humanities.

I. INTRODUCTION

These applications will allow you to study some grammatical and stylistic features of a foreign language in more depth and at the same time in a game format. This article discusses some aspects of the use of mobile applications in order to improve the teaching of a foreign language in a remote format.

Before describing the method that we used in conducting this research, we will first present the foreign language module under study and its goals. The module "foreign language" is taught in higher educational institutions as a mandatory component of training. This is a first-year module. This module highlights a number of key issues, including the history of computer research creating specific programs for learning languages. In order to provide the skills and abilities necessary for language acquisition in the working environment, students worked with various computer programs. Students collected material, analyzed and set requirements in addition to a specific topic and problem in a foreign language. Each group worked on

various applications that allow them to take language courses, perform grammatical and lexical tasks. In addition, each student submitted an individual report that concerns the problems, classes and future improvements of his / her computer project related to his / her individual foreign language training program. The results of each group work were recorded in

accordance with the achievements in the areas described above. The exam for this module was designed in such a way as to reflect the achievements of students in different areas in accordance with the results of the module's training. The exam results were carefully moderated, and the marks obtained in each section of the exam were recorded. In addition, the results of students' training in the task and the exam were compared, and especially in similar subject areas, for example, professional foreign language, international legal terminology, academic writing. The reviews of students and teachers leading these disciplines were also analyzed.

It is well known that there are many programs that allow you to learn a foreign language in a playful way, learn how to compose dialogues of both a conversational and business nature, and much more. ICT allows you to learn foreign languages in any format convenient for each individual. It is not necessary to attend classes in order to master the basics of a foreign language. Many applications prepared for android allow adults and children to learn by choosing a convenient attractive program model. Currently, these applications, which have found wide application outside the university, are still not used in the classroom. However, the involvement of such programs can be useful for the teacher himself. At this time, applications such as Kahoot have been used, the teacher can enter pre-prepared questions and answers for students into the program and conduct some part of the lesson or independent work in a game format. The Pocket application allows you to save your favorite videos, articles, and useful links and share them offline with students. The Study blue app helps teachers create digital sets of flashcards, rules and tests. All this can be filled with audio and video materials. Moreover, students can create and share their own sets of flashcards. A great place to learn a language in addition to classes and textbooks. Such applications, developed taking into account the age category, can be useful for fixing the material.

II. RESEARCH BACKGROUND

We selected 4 groups for conducting a methodological experiment. Each group worked with a specific application, in order to learn a foreign language. The ultimate goal of

Received: Sep, 10, 2021

Yousef Ibrahim Daradkeh Department of Computer Engineering and Networks, College of Engineering at WadiAddawasir, Prince Sattam bin Abdul-Aziz University, KSA (e-mail: daradkeh@yahoo.ca).
NurSultan Rakhimbekova, Kazakh University of Economics,
Finance and International Trade, Kazakhstan (email: saltanat.nur@mail.ru).

this study is to use the results and conclusions obtained (based on the data and facts collected above) in a reflective manner to improve the teaching and teaching of a foreign language in language laboratories and using the latest information and communication technologies, applications and electronic textbooks.

It is planned that this ultimate goal can be achieved by studying the following problems:

- Are there any areas of failure and how can they be classified?
- Have there been any positive results? If so, which ones? Are they related to homework, the team, or both?
- Were there any special comments regarding the management of group projects and project management skills using innovative computer technologies?
- Was it easy for students to take courses in listening, reading and graphic writing for presentations using ICT?
- Were there any common areas where students' performance was the same both on the exam and on group work? If so, can the level of student achievement be related?
- Was the feedback received from students during group and practical classes in accordance with the results of the above?

After the results of the above-mentioned problems are received, proposals will be formulated to improve the teaching and learning of a foreign language.

Here it is necessary to consider the use of applications that have been put into operation in different years. These applications allowed students to listen to this or that information on the topic of the subject, it could be texts for translation, exercises or lexical tasks. All the topics were taken from a standard work program, compiled taking into account the speciality of a certain group.

III. OUTCOMES OF UNDERTAKING COURSEWORK

Homework in this module is done independently, at home or at the university. Thanks to certain programs that are stored on a hard disk or on a removable media, students can do homework on language subjects at any time convenient for them. At the very beginning of the development of technology, students were given home assignments for making presentations, reports, writing essays. To do this, it was necessary to open a simple program in our opinion Microsoft Word, which arose by creating MDI. "MDI is an abbreviation for Multiple Document Interface (an interface for working with multiple documents simultaneously). In MDI applications, two or more windows can be active simultaneously. Along with MDI, there are SDI applications (Single Document Interface, an interface for working with a single document). In SDI applications, only one window can be active at any given time. MDI applications are a convenient tool for simultaneous display of text or data stored in different files. This window structure can be used for editing texts, opening and displaying several different documents at the same time. An example of such work with files is the Microsoft Word program. "[1.465 p.] When writing or writing a report or an essay, the student can use this program to the full, while taking notes by opening additional windows. In order to meet the main tasks of this

module, students can use this program when solving cases, when preparing any material in the classroom and at home. In addition, programs like PowerPoint, Prey, Excel should be used when solving cases, through the PowerPoint program, students prepare their presentations that are convenient for showing the solution of a certain case problem, through the Prey program, students more generally demonstrate visual material when solving a certain case, through the Excel program, students conduct an accurate detailed calculation of any calculations assigned to them in the case problem. In August 1981, a computer called the IBM PC was officially introduced. After its creation, models of the latest computer technologies were successfully created, allowing the use of various programs in addition to the Internet, which was a huge success in learning languages. According to the results of the group work of students, the following can be noted:

* Project management: the initial works of students who took only listening on old-model computers are presented. After that, we considered the phase of certain programs that allow, in addition to listening, to prepare presentations, take tests, monitor their academic success, and download the necessary files. All this is connected with the progress in solving cases, performing lexical tasks, writing grammar exercises. This laid the foundation for several progressive methods of studying language disciplines, among which we can mention the Khan method, which allows the student to return to the original problem and repeat its rules again, thus fixing the material. This method is used with the help of various applications adapted for android. The student has the opportunity to use any android by downloading the necessary applications, many of which can work offline. To further support creative thinking, students were asked to provide more opinions to describe the problem of a case problem directly related to the topic of a certain practical lesson in solving which various applications are used.

Prototype: students need to develop slides on a specific topic using the latest computer programs, they use certain applications with which they display the results of solving a case, a specific task or an exercise taken from an electronic textbook. For convenience, students use a set of abbreviations of the topic and a glossary, using the Microsoft Word program, various archivers, programs for viewing images and tests. "Win Ace has its own program for viewing text, images, html pages and ASCII files (in DOS encoding). In addition, it can create multi-volume archives in ace, zip, bcab formats." [2.64 p.] The student has the opportunity to combine computer programs and applications for studying a certain topic.

Using applications, it is necessary to take into account individual tasks related to the use of information and communication technologies, the implementation of which properly develops the competent abilities of the student. It is worth noting that in the second year, students take a professional foreign language course, in which they closely study any area of their future profession. In this case, the role of ICT is very important. Here is what the scientist V. A. writes: Ostreikovsky on this occasion: "The first feature of the modern technological revolution is the emergence of fundamentally open technological systems that are open in relation to the field of knowledge. These are information

and computing technologies. The creative power of modern IT, their usefulness directly depends on the level of their openness to the national and global information (intellectual) potential." [3.95 p.] At the same time, teaching such serious disciplines as a professional foreign language helps students to collect the necessary information on a particular topic, strengthen their knowledge of their specialty when making presentations, writing essays, reports and solving cases. The information needed by the student with the development of ICT has become more accessible, entered the sales market and began to generate income. With the development of ICT, information has become easy to share, information has partially turned into a commodity necessary for the student. "The second feature of the modern revolution, closely related to the first, is the transformation of information into an ordinary commodity, and a commodity that becomes the most massive object of purchase and sale. The information market in terms of scale (turnover) and growth rates in most developed countries has far outstripped the market of material products and services. The market of signs has moved to the first place in terms of its economic significance, which has pushed the market of things into the background." [3.96 p.] Almost every higher educational institution has a specialty "Information Systems", whose graduates build their programs and create applications. Often, the graduation project of a graduate of such a specialty has a practical part that will be useful. Creating a new application for learning a foreign language allows a graduate to earn money as a specialist, adapting the practical side of the diploma project for the market.

There was one exam (comprehensive), which took place at the end of 2020 and accounted for 60% of the final grade. The exam had mandatory sections and optional ones. Concentration on the exam was associated with the assessment of learning outcomes in a number of areas, including creative exams with essay writing. Students who used android apps for more in-depth study of a foreign language showed higher results.

Previously, several stages of transition to ICT in language disciplines were developed, which will help students to overcome the psychological barrier and help them adapt to the ICT environment. "Psychological problems should include, first of all, the problem of the population's readiness for the transition to an information society. This transition is currently hampered by the low level of information culture of the population, insufficient computer literacy, and hence low information needs, as well as the lack of desire to develop them." [3.100 p.] Currently, the humanities are increasingly being influenced by ICT, among which language disciplines are in the first ranks. In language disciplines, when using computer applications, students pass a professional foreign language in the second year. At the same time, they study terminology, writing various applications, filling out various documents. Here our task is to help the student to master the discipline as much as possible with the help of ICT. We must say that we agree with V. A.'s observation. In the same way, the intellectual (information) product acts as a factor in the formation of an information society with its information (intellectual) market" [3.97 p.] By teaching a language through the use of

ICT in the classroom, the teacher gives the student the opportunity to prepare to perceive information more specifically and accurately.

The use of mobile applications for the purpose of a more in-depth study of a foreign language allows the student and the teacher to supplement the topic of the lesson with some interesting facts. Mobile applications are known for their rich entertainment aspects that are attractive to a person. They were designed specifically to attract attention and make them a competitive product in the mobile application market. In the conditions of distance learning, when a huge load falls on the teacher and the student in the online mode, mobile applications begin to attract attention as a useful tool in learning a foreign language.

For teaching in this direction, there are characteristics (which are personal attributes), such as charisma and voice, which are not easy to change, but they contribute to achieving an effective lecturer. In addition, the teacher must have strong subject knowledge to make his lecture more effective, especially when practical and real-world examples are easily presented. In addition to the above issues and in order to be a more effective lecturer in the field of higher education, it is necessary to have the following as part of your internal agenda.

1. The lecturer should build consistency between the learning processes and the use of ICT and mobile applications. Any topic of the lesson should reveal additional material used for learning the language with the help of computer technologies.
2. Lecturers should use innovative computer technologies when presenting a certain topic, use language laboratories when listening or when solving certain cases.
3. The teacher should be a reflective teacher, using his / her previous experience when he / she was a student and then became a lecturer.
4. The lecturer should be an adaptive teacher in terms of responding to environmental changes, the emergence of new ICT tools and methods, as well as the special needs of students.
5. You need to know the methods / methods to improve the educational process. To do this, the teacher must first of all improve himself, studying the latest possibilities of computer technologies, create his own electronic textbooks and textbooks. For foreign students who do not know the language, it is necessary to develop another program, texts and exercises that will help them master the language.

IV. CONCLUSION

The ultimate goal of this research was to use electronic textbooks and textbooks that the teacher created himself, based on his own methodology. At the same time, he should use special literature along with his knowledge, take into account the level of knowledge of the language of his students. In order to make it easier for students to learn a foreign language, we thought about using the project method and the method of working in pairs. This research led us to develop additional measures for managing group projects. In addition, teachers and IT support specialists need training in

the use of tools. Teachers also need additional time and budget to participate in seminars presented by tool providers in order to update themselves with new features provided by tools for subsequent improvements in student projects. Teamwork and the development of team skills are important not only for the group course work of the software development module, but also for the training of programmers who are ready to work within teams, as is the case in the industry. In addition, it will cultivate the team spirit of individuals. This will not only affect the individual, but also society as a whole. Therefore, this contributes to the achievement of one of the key goals of educational research.

REFERENCES

- [1] Popov V. B., "Pascal and Delphi", Training course. - St. Petersburg: Peter, 576 p., 2005.
- [2] Pashchenko I. G., Hot five of the best computer programs for the user, Rostov n/A, Phoenix, 336 p., 2005.
- [3] Ostreikovskiy V. A. Textbook for universities, 3rd edition, Moscow: higher School, 511 p., 2005.