MEDIA EDUCATION TECHNIQUES IN TEACHING ENGLISH

Alla NIKISHOVA[1]   Elena KRYVONOSOVA[2]

Article Info	Abstract
	Article reveals the opportunities of introducing mobile learning techniques in the course of collocations, etc. The term 'Media education' defines personality development via mass foreign language study in high school. Modern pedagogical technologies, which involve IT-technologies, Internet resources allow teachers to implement personally-customized teaching methods, thereby providing individual and differential teaching approach. Current teaching principles combine explicit and implicit methods. The former one represents the conscious and aware learning whereas the latter technique is to assimilate lexical units subconsciously, i.e. while participating in discussions, listening to live speech patterns, multiple repetition of useful speech media to acquire special communication skills, relevant perception and interpretation, develop creative abilities, critical thinking, analyze and assess media texts, learn different ways of self-expressing via various media techniques. User-friendly interface, modified information presentation are essential factors which facilitate a sophisticated complex educational process, making the study accessible, updated regularly, client-tailored, personalized. The technology of autonomous work with mobile devices is regarded as one of the promising ways for students to overcome the difficulties of learning activities. Mobile learning, based on the principle of guided interactive self-learning using mobile applications, has ample opportunities for activating and intensifying students' independent activities. The analysis of the use of mobile applications for learning a foreign language shows that motivation is an important factor in self-education.

1. Introduction

At the current stage of technological development one can hardly mention the sphere which has been left unattended by scientific progress. The education is not an exception.

The development of high school in the republic of Belarus faces the task of teaching methodology reformation, making use of the techniques collection which activate and guide students' competencies, promote and advance various professional capabilities, in particular, learning foreign languages. The goal of a foreign language teacher is to stimulate, motivate, and guide students' cognitive activity while studying a foreign language.

Modern pedagogical technologies, which involve IT-technologies, Internet resources allow teachers to implement personally customized teaching methods, thereby

[1] Belarusian State Technological University, Belarus, alla_nikishova@mail.ru
[2] Belarusian State Technological University, Belarus, ekrivonosova@tut.by

providing individual and differential teaching approach. We cannot but mention the role of mobile applications and their indispensable integral component in a teaching entity. The term "Media education" defines personality development via mass media to acquire special communication skills, relevant perception and interpretation, develop creative abilities, critical thinking, analyze and assess media texts, learn different ways of self-expressing via various media techniques. The means and tools are Internet blogs, vlogs, multimedia projects, presentations, and the most recent means is mobile applications.

Mobile application learning programs cover different aspects, such as vocabulary, pronunciation drilling, monologue and dialogue speech techniques, writing methods, grammar phenomena studying, etc. We are especially interested in the area of vocabulary assimilation.

It is necessary to mention that information technologies create prolific possibilities for developing mentally beneficial, imaginative, and communicating skills. Thanks to R&D, mobile gadgets have become the foundation for updating information about the world, they form modern awareness and sense perception in a virtual environment, which is based on representational understanding of the media.

Such perception provides intensive cognitive activity, high speed of learning and adaptation to the environment, as well as the development of imaginative thinking.

In the process of communication, the word is a significant unit of speech communication. Mastery of foreign language vocabulary means understanding the meaning and formation of lexical units, mastery of speech design skills, understanding of lexical units by ear and when reading. Understanding people's speech and expressing own thoughts and opinion is not possible without vocabulary. This fact is the reason that vocabulary occupies the most important place throughout the entire teaching of a foreign language. Therefore, vocabulary is an integral constituent of all types of speech activity. The purpose of vocabulary training is the formation of a lexical skill. The concept of lexical skill has been repeatedly considered by psychologists and researchers (Gal'skova & Gez, 2014; Koryakovceva, 2015; Zimnaya, 2004; Leontiev, 1971) and methodologists (Passov, 1991; Kuznecova, 2002; Pavlovskaya & Bashmakov, 2007), etc.

One of the ways of forming speech activity is the assimilation of vocabulary. Speech exercises are being developed for working on vocabulary: differentiation, grouping of material, filling in gaps in a sentence; or completing sentences with synonyms, antonyms and homonyms, etc. This activity is related to working out the ambiguity

of words aimed at the assimilation of word formation and word combinations, translation of certain lexical material into a native language. The leading role of vocabulary in the selection of language material is recognized, and for the first time it ceases to be secondary in relation to grammar (Pluzhnikova, 2005).

2. Method

The researchers (Zueva, 2010; Komarova, 2015; Ivanova, Dmitrieva & Saharova,2016) have been paying a significant attention to the vocabulary recently. They suggested several principles that determine foreign language vocabulary teaching. They are the following ones. The principle of the rational vocabulary minimum limitations. The principle of the justified introduction of lexical units in the teaching process. The principle of accounting for the language features of the lexical units. The principle of considering psychological characteristics of teaching strategy. The principle of complex solving of didactic tasks. The principle of lexical rules determination. The principle of simultaneous teaching speech activity along with lexical units.

Current teaching principles combine explicit and implicit methods. The former one represents the conscious and aware learning whereas the latter technique is to assimilate lexical units subconsciously, i.e., while participating in discussions, listening to live speech patterns, multiple repetition of useful speech collocations, etc.

Paul Nation (2003) an Associate Professor in Applied Linguistics at Victoria University of Wellington distinguishes four principles of learning vocabulary.

1) The principle of language minimization.

2) The principle of a differentiated approach depending on the purpose of vocabulary acquisition.

3) The principle of interrelated learning vocabulary and types of speech activity.

4) The principle of consciousness, which includes reflection.

Vocabulary is an important aspect of language knowledge, and the ability to communicate in a foreign language depends on the level of lexical skills formation. Thus, learning vocabulary is an important long-term task, and the consistent application of the learning principles guarantees a successful result. The issues of studying vocabulary have revealed increasing interest to linguists and are the subject of numerous research papers (Polat, 2002; Oparina, 2005; Petrochenko, 2013). In learning a foreign language, an important task is to master highly specialized terminology and its application to perform professional tasks which promote further professional skills development.

The knowledge of a foreign language is necessary for a future specialist for the high-quality performance of his professional competencies, free communication with foreign partners. In addition, it is necessary to understand documentation, specialized and reference literature in a foreign language. Vocabulary plays a significant role in learning a foreign language. It is important not only to memorize words and be able to pronounce them properly, but also to understand their relevant use. Modern technologies represent various paradigmes of resources in order to expand the vocabulary and use them relevantly. According to modern standards in education, independent autonomous work of students should take more than half of the total amount of time. Furthermore, the role of a personality-oriented approach of education is growing (Zajceva, 2011).

Mobile learning via mobile applications has been gaining popularity recently. Mobile learning is an activity which is executed through smartphones, iPods, and other portable devices that possess operating systems (e. g. IOS, Android, Windows Phone, etc.) and have access to Internet. Modern world trends of globalization, mobility determine the necessity of efficient and intensified study of foreign languages.

Applications for learning a foreign language is a method for drilling some speech, vocabulary, or grammar skills. Mobile applications are downloaded into a mobile gadget and they can be accessed any time when it is convenient for a user. Mobile applications are excellent sources for expanding learner's vocabulary stock, as almost all applications are provided with special or terminology dictionaries (Mihaleva, 20011).

User-friendly interface, modified information presentation are essential factors which facilitate a sophisticated complex educational process, making the study accessible, updated regularly, client-tailored, personalized, according to J. Traxler (2009) 'just-in-time', 'just enough', 'just-for-me', etc.

Currently, mobile applications developers offer a modern user media educational content for every special purpose, including ESP, Business English, etc. Some applications are of a more entertaining type, they are characterized by a greater approximation to the game, which contributes, according to Ryabtseva (2012), to the formation of stable positive motivation. On the other hand, there are other applications, which are aimed at a more serious user. Each resource can be used with any level of knowledge of a foreign language and user can choose the most suitable areas, aspects, and training tasks for personal needs. These personal needs determine choosing the optimal application from a large number of options.

3. Findings

In the course of the study, the most interesting and relevant media educational resources were identified for consideration. The following applications were selected, such as: LinguaLeo, Memrise, Duolingo, PuzzleEnglish (2022). They are all based on the principle of short and easily completed training tasks.

LinguaLeo is an online platform offering an English language learning service for Russian, Brazilian, Portuguese, and Turkish speakers. It was created in March,2010. In September 2020, over 23 million people worldwide have used its online service to learn English and other languages. LinguaLeo is available on the web, Android, iOS, Windows Phone, and as a browser extension for Google Chrome, Internet Explorer, Mozilla Firefox, Opera and Safari browsers. The entry placement test helps user to define the language level and tailor the course you need to upgrade your level. In our opinion, the positive features of the application are the ability to study words and phrases by compiling your own dictionary; the availability of voice-overs and transcriptions in the glossary; grammar courses of different levels; various video content in English with subtitles or comments (e.g. news, TED talks, articles, cartoons, abstracts from books, lyrics, pieces of poetry, rhymes, jokes, etc.); a huge selection of trainings (e.g. phrases for translation, mini- texts, listening comprehension, etc.); the ability to communicate with other users of the resource.

From the point of view of an average student user there are some negative features like a limited number of workout sessions per day in the freeware version; limited replenishment of the personal dictionary in the freeware version; the availability of only limited basic grammar courses in the freeware version; a more stripped-down version in the mobile application, unlike the service in the Internet; only English language is available for studying. The most distinctive features of this application are a system of differential levels and tasks; a system of tools for monitoring and encouraging progress; Leo the Lion is the main character of the service and a personal guide to the language jungle. This lion eats meatballs, and to receive the meatballs a user has to read texts, watch videos, complete language quests, and consolidate the knowledge during training (Baranova, 2014).

Memrise is a British language platform that uses spaced repetition technology, the flashcards are used to increase the rate of learning. The Memrise application has courses in various languages and its combinations, in 2018 the app accounted for 35 million registered users. Memrise is an equally popular and unique online platform available for web applications, Android platforms and iOS. It is possible to deploy the application from the cloud, which means saving all information on the Internet

with the possibility of recovery on any device. It combines three important components: the science of how the brain works; entertainment; its own community of users. In the language section there are courses in over 200 languages available, including invented languages like Elvish and Klingon. The course screen should roughly indicate how many hours it will take to complete a level. A course may be divided into levels so it is easier to manage the learning process. The application employs a unique technique of 'growing' your vocabulary. Memrise uses a garden as a metaphor for memory. When a student starts learning a course, the vocabulary items will be planted as 'seeds'. While a learner is tested on them through typing and multiple-choice tests, they will be transferred from a 'greenhouse' (short-term memory) into a 'garden' (long-term memory). Once an item of vocabulary is in a long-term memory, it will need to be 'watered' (tested on) periodically. If you get the answer right in the test, you will not need to water it again very soon, and vice versa. Growing and watering items and creating mems will give you a certain number of points each time. According to Memrise (2022), 'A mem is anything that helps you create a connection between a word and its meaning. Often colloquially called 'educational memes', a mem could really be a photo, GIF, mnemonic, video, cartoon, example sentence, etymology or even a witty remark. The only end goal of a mem is to enrich your learning by helping you commit something to long term memory in an enjoyable, vivid way.'

The advantages of this application can be the content of more than 300,000 courses in various fields, including foreign language courses; the ability to create user's own courses; the ability to take courses offline; mems as unusual ways of memorizing words and phrases; they are visual representations of the meanings of new words; the ability to communicate with other users and follow their profiles; watching videos native speakers' monologues and dialogues. Spaced repetition principle is well suited for the problem of vocabulary acquisition in the course of second language learning, due to the size of the target language's inventory of open-class words. The disadvantage, from the point of view of an ordinary user, is that not all functions of the application are freely available. Distinctive features of this application are rewarding points system; guided testing; preset reminders (Ponarina, 2014).

Duolingo is the next media educational resource that appeared on October 11, 2011. Duolingo is an American company which produces language-learning applications and provides language certification. On its main application users can practice vocabulary, grammar, and pronunciation using spaced repetition. Exercises can

include written translation, reading and speaking comprehension, and short stories. In June 2021, Duolingo offers 106 different language courses in 41 languages. Like most applications, it is available on various platforms: Android, iOS, Windows Phone, and there is also a Duolingo website accessible from a personal computer. Duolingo is a company where it is possible to get a job, whose employees regularly publish scientific articles.

The positive aspects of the application are identified as personalized customized learning procedure; gamification of learning; availability of the application worldwide; ability to work out statistics of learning a foreign language; the opportunity to get a certificate after training; the opportunity to create personal educational courses. From the point of view of an ordinary user, the criticized aspects are the difference in functionality on different platforms; the restriction of free content; the lack of voice-over of words (listening). Some users claim that application is only efficient for the elementary and beginners' level, and it lacks effective material and techniques for advanced users. Distinctive features of Duolingo are scoring system; availability of a language incubator (Eremin & Krylova, 2014).

The next platform is PuzzleEnglish. It is available from any computers, mobile devices and tablets. It includes four separate applications: Duel (English, Erudition), English by the Teacher method, English with PuzzleEnglish, English by TV series.

The positive aspects of the application are more than 400 video lessons with professional grammar teachers; special type of video lessons that represent 'assembling' fragments of phrases in order to learn to understand by ear; vocabulary replenishment through training; 'vitamins', which is the opportunity to learn how to speak 'live' English; games; audio lessons, these are podcasts to comprehend native speakers' speech and do the followed tasks.

The negative aspects, from the point of view of the average user are limitation of free content; limitation of opportunities for the free version. Distinctive features are the scoring system; audio and video clips from popular movies, TV series and clips that are attractive to the user (Hlyzova, 2012).

4. Discussion and Suggestions

We consider the technology of autonomous work with mobile devices as one of the promising ways for students to overcome the difficulties of learning activities. This technology helps not only develop lexical skills in foreign language classes, but also involve students with an insufficient level of motivation as well as those who succeed in the learning process. It demonstrates implementation of a differentiated

approach. The modern model of education, which implies the active use of information and communication learning tools, media techniques takes as a basis not the transfer of ready-made knowledge, skills and abilities to students, but the development of self-education skills among students (Aleshchanova & Frolova, 2011).

In his work "Current State of Mobile Learning" J. Traxler (2010) believes that mobile learning dramatically affects the course of learning, since mobile devices change not only the forms of teaching material and access to it, but also contribute to the creation of new forms of cognition. The characteristic features of training are timeliness, sufficiency and individualization. Mobile technologies balance the learning process and the direct involvement of students in this process. In this regard, we can say that mobile learning is a new form of learning, different from distance or mixed, characterizing the innovative vector of development of educational activities and the life of society as a whole. Mobile devices study is characterized by the accessibility, non-stationarity and ease of mastering vocabulary. These features allow mobile applications to become an integral part of learning and teaching.

Let us enlist some of the advantages of using mobile technologies. Gadgets are much more lightweight and take up less space than books or laptops. Touch screens increase the degree of visibility of the material. There is a possibility of easy and direct exchange of tasks and teamwork. Participants in the educational process have the opportunity to send documents by e-mail, perform various editing operations with them (e.g. transforming, converting, copypasting textual information), work and communicate with each other using a wireless network. Accessibility of equipment, i.e., every student has mobile gadgets equipped with a powerful operating system. There is no difficulty in using gadgets anywhere, at any time, both at home or at work, at university and on the road. Modern mobile phones and gadgets are of interest to students. A mobile device makes learning truly individual and customized. Students are given the opportunity to choose the content of their studies taking into account their interests, as a result of which the learning process becomes student-oriented. Easy access to information is necessary for a certain type of work; using a mobile device increases the students' productivity. Self-study and free access to the necessary information is on request (Colley, DeGani & Stead, 2010) At the moment, there is a fairly large selection of programs for learning a foreign language of different directions on the mobile application market. According to the categories criteria, applications for learning English can be divided into several categories: the development of listening skills with podcasts (BBC podcasts); learning

in a playful way with visual material (lingualeo); learning words using stacks of cards (Anki, Quizlet, Memrise); aimed at practicing a specific skill or test (IELTS, TOEFL); in the form of a chat (Utter, Tandem); audiobooks and video material (TED, Audiobooks); interactive lessons (Hello, English); various electronic programs for memorizing foreign words. Among them are programs such as WordBit and Memrise, Easy Ten, FluentU, Upmind, which include a sound library for developing listening skills; Quizlet and Anki are programs for adjustable interval repetition of foreign words (Kumar, 2010).

Many of these programs offer students full-fledged work with the dictionary using the functions 'search', 'add', 'change', 'delete'. The learning process is accompanied by the voicing of words, which contributes to the development of listening skills, transcription helps to memorize the word correctly. The programs allow you to work with ready-made dictionaries, and also give you the opportunity to compose your own, while expanding the dictionary by yourself is not required. In the process of entering a word and its meaning, the application searches for missing elements from the standard library of transcriptions and sounds. Among the tasks included in the functionality, the program is distinguished by such as 'mosaic', 'translation selection', 'cards', 'word selection', 'writing'. All of these exercises contribute to the consolidation of the studied material in memory.

The mobility, convenience, and ease of using programs are confirmed by the experience of using them. Among the disadvantages, it should be noted a rather narrow range of features compared to similar software products. Interval repetition is a learning technique in which the repetition of material (new words, formulas, etc.) occurs at certain intervals, thus ensuring long-term memorization. It should be noted that the use of this type of software implies high organization of students. The effectiveness of independent memorization of material by students using applications can only be achieved by motivated students. The main task of the teacher is to familiarize students with the capabilities of the application and encourage students to develop independent work skills (Hennebry-Leung, 2020).

Having analyzed new technologies and ways of forming lexical competence, as well as the possibilities of their application in this process of using training programs, an interactive Quizlet application was chosen for the research. This application can be used both on computers and on mobile devices. Users can create virtual flash cards with the language being studied on one side and with the specified value in their native language. Taking into account the international experience of users (according to the data on the official website of the application for December, 2021, every month

more than 60 million students from 130 countries of the world work with more than 500 million educational modules on a wide variety of topics). They use this resource to study various subjects, including a foreign language, including vocabulary. This information allows us to conclude that this application is a very popular 'study tool', as the developers designate (Lamb, 2019). The main advantage of the interactive Quizlet service is its ease of use. Also among the advantages are the following: 6 learning modes; the choice of any foreign language for creating flash cards, audio accompaniment; voice recognition system; accessibility; free use cases; multiplatform.

Among the disadvantages, we can only highlight the fact that the system recognizes only the answers that fully correspond to the task. This service in the process of developing lexical competence can be used in four ways: demonstration of cards that a teacher can create with the exact lexical units that the students are studying at the moment, it is possible to add a picture for better understanding and memorization, a big bonus is that you can listen to the pronunciation of all words and write your voice, while you can vary the speed of the appearance of cards. In the exercises 'Learn' (write a translation of words) and 'Speller' (write words that you hear), some operations with lexical units are performed, which allow you to consciously memorize them. To control the performance 'Test' tasks and 'Scatter and Space Gravity' games are developed. The test consists of matching tasks, multiple choice and true / false statements, written translation of words, etc. There is an interactive online game for the Quizlet Live group. During the game, the studied material is consolidated as well as interpersonal communication skills are developed. In addition, the Quizlet service provides teachers with the opportunity to create virtual classes and enroll their students in them, which facilitates the process of evaluating and commenting on the students' work. Thus, in the 'Test' section, after its completion, the teacher and all other group members see all the results in the 'Scores' section, and they are presented in the form of a pedestal, which also motivates the students to achieve the status of 'champion'. It can be noted that language competence improves with the formation of lexical competence, i.e., their development is interdependent, and the use of interactive learning tools, in particular programs for gadgets, has a positive effect on the educational process (Sanchez & Grimshaw, 2019).

Thus, the study of Quizlet's capabilities in teaching foreign language vocabulary, the analysis of the experience of teachers already using this tool in their practice, as well as their own experience of using it in the practice of teaching a foreign language

allowed us to determine that this tool can be used to present and structure a new vocabulary or to form an idea of the sound and graphic image of a lexical unit. This can be regarded as the first stage of the formation of students' lexical competence, which, in turn, is the basis of language competence.

During the educational experimental work, the students of several groups took part in it. They performed different variants of the tasks and used the following sections of the interactive Quizlet service. The section 'Learn' is used to recognize the words or concepts by entering them into a certain field. The 'Scatter' section is an analogue of the game 'search for two identical pictures' with a timer, but in the case of working with the Quizlet application, words and their translation are used instead of pictures. The 'Speller' function records the pronunciation of a word after listening to audio. The gaming exercise 'Space race' is used in the process of training lexical units. Students memorize how the word is written, the visual appearance, have the opportunity to see the image illustrating the studied word or concept, images that contribute to a more thorough memorization of a word (Domen et al, 2020).

In the process of conducting educational experimental work, students showed different degrees of interest based on subjective factors. A group of respondent students (focus group) showed very successful test results: in comparison with the initial testing, 24 out of 30 students improved the result on the final fifth test, which is 80%. Also, this group is characterized by a smooth change in the results as the tests are written. Students who did not participate in the educational experimental work achieved less successful results: 16 students out of 30 improved the result, which is 53%. This group is characterized by abrupt changes in the results.

At the end of the trial training, students were asked to express their impressions and opinions about participating in the educational experimental work. Many students spoke positively about the use of the interactive service. They noted the ease of study and increased motivation, and wanted to continue using this method of study in the future. Thus, we can conclude that the mobile interactive applications are of interest to students, useful in matters of formation and expansion of vocabulary.

5. Conclusion

Summarizing what has been said, the advantages of all of the above educational platforms include a scoring system, the availability of a free version, and a large amount of educational content. The disadvantages of all educational platforms are the restriction of free content and the inability to complete courses and replenish the dictionary in the offline mode (without Internet connection). Since each of the

platforms has individual functionality, positive and negative qualities are determined by the specific goals of the student.

Summing up, we note that mobile learning, based on the principle of guided interactive self-learning using mobile applications, has ample opportunities for activating and intensifying students' independent activities. The analysis of the use of mobile applications for learning a foreign language shows that motivation is an important factor in self-education. According to the survey, almost half (46%) of users refuse to use mobile educational platforms, losing interest in them. Most researchers (Tracker, 2009; Timofeeva & Kajl', 2014) claim that only the daily use of such educational services is optimal for foreign language learners, so only 14% of respondents effectively learn a foreign language through mobile educational platforms, while the rest of the respondents maintain their linguistic skills at the same level.

References

Aleshchanova, I. V., Frolova, N. A., (2011). Ways of developing professional foreign language competence. *Modern problems of science and education*, 6.

Baranova, A.P., (2014). Learning English with the help of online video lessons. In: *Innovative development of modern science:* proceedings of the International Scientific and Practical Conference (pp. 31-33). Ufa, Tatarstan.

Colley J., DeGani A., Stead G., (2010). *What in the World Are You Doing with Your Mobile Phone? World Differences in the Use of Mobiles.* Cambridge.

Domen, J., Hornstra, L., Weijers, D., van der Veen, I. and Peetsma, T., (2020). Differentiated need support by teachers: Student-specific provision of autonomy and structure and relations with student motivation. *British Journal of Educational Psychology, 90,* 2, 403-423.

Duolingo www.duolingo.com

Eremin, Y. V., Krylova, E. A. (2014). The use of mobile technologies in the independent work of students in a foreign language in a non-linguistic university. *Izvestiya RSPU named after A. I. Herzen,167*, 159-163.

Gal'skova, N. D., Gez, N. I., (2014) *Theory of teaching foreign languages: Linguodidactics and methodology: textbook. Manual.* 6th ed., ster.- M.: Academy.

Hennebry-Leung, M., (2020). Teachers' Cognition on Motivating Language Learners in Multilingual Hong Kong. In Tao, W. and Liyanage, I., *Multilingual Education Yearbook 2020.* Berlin: Springer International Publishing.

Hlyzova, N. Y. (2012). Media education in teaching intercultural communication. *MagisterDixit, 2*, 93- 95.

Komarova, E. V., (2015). Formation of lexical skills in the process of learning a foreign language. *Humanitarian scientific research, 2* http://human.snauka.ru/2015/02/9664

Koryakovceva, N. F., (2015). *Theory of teaching foreign languages: productive educational technologies: textbook.* M.: Academy.

Kumar, S., (2010). Blackboards to Blackberries: Mobile Learning Buzzes across Schools and Universities. http://www.learningsolutionsmag.

Lamb, M., (2019). Motivational Teaching Strategies. In Lamb, M., Csizér, K., Henry, A., Ryan, S., *The Palgrave handbook of motivation for language learning.* Switzerland:Palgrave Macmillan.

Leontiev, A.N., (1971) *Some problems of the psychology of teaching speech in a foreign language. Psycholinguistics and teaching Russian as a foreign language.* Moscow: Publishing House of Moscow University.

Lingualeo https://lingualeo.com/en/dashboard

Memrise https://www.memrise.com

Mihaleva, G. V. (2011). The model of modern media education in the UK. *All-Russian Journal of Scientific Publications, 9* (10), 118-119.

Oparina, E. A., (2005). *Methods of teaching foreign languages in diagrams and tables. Lecture notes.* Ryazan: Ryazan State Pedagogical University named after S.A. Yesenin.

Passov, E. I., (1991). *Communicative method of teaching foreign language speaking.* 2nd ed., M.: Prosveshchenie.

Passov, E. I., Kuznecova, E. S., (2002). *Formation of lexical skills: a textbook.* Voronezh: Interlingua.

Pavlovskaya, I. Y., Bashmakova, N. I., (2007). *Fundamentals of the methodology of teaching foreign languages.* 2nd edition, St. Petersburg: Philol. Faculty of St. Petersburg State University.

Petrochenko, L. A., (2013). About the formation of the vocabulary of students (based on the material of the English language). *Scientific and pedagogical review. Pedagogical Review, 2* (2).

Pluzhnikova, Y. A., (2005). *About some issues of vocabulary training. Technologies of teaching foreign languages in non-linguistic universities.* Ulyanovsk: UlSTU.

Polat, E. S., (2002). *New pedagogical and information technologies in the education system.* M.: Academy.

Ponarina, N. N., (2012). Globalization and problems of culture. *Society: philosophy, history, culture,* 1, 11-14.

Puzzle-english https://puzzle-english.com

Quizlet https://quizlet.com/ru/mission

Ryabtseva, O. M., (2012). Ways to increase motivation in learning a foreign language. *News of the SFU. Technical sciences*, 10, 135, 125-129.

Timofeeva, E. V., Kajl', Y. A., (2014). The use of information and communication technologies in teaching a foreign language. *Proceedings of the Altai State University*, 5, 77-79.

Traxler, J. (2009). Current state of mobile learning. *Mobile learning: Transforming the delivery of education and training, 1*, 9-24.

Zajceva, S. E., (2011). Methods of teaching vocabulary. *National Research Technological University. Proceedings of the Southern Federal University*, 3, 86-90.

Zimnaya, I. A., (2004). *Key competencies as the effective-target basis of the competence approach in education.* M.: Research Center for Quality Problems of training Specialists.

Zueva, I. E., (2010). Communicative-oriented strategies for teaching the lexical side of foreign language speech. In: *Modern problems of teaching foreign languages in higher education.* Proceedings of the interuniversity scientific and practical conference (pp. 98-102), N. Novgorod, NGPU.