

**Developing students' grammar skills using “Learning English grammar tenses” application
at the intermediate level.**

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Abstract

This research looks specifically at using the mobile application as a material resource and how to prepare and manage the grammar lesson at the intermediate level, at the secondary school. This dissertation presents practical tasks aimed at developing grammar skills. The main goal of this study is to identify effective tasks that can be performed with the help of mobile devices as well as with the "Learning English grammar tenses" application.

Key words: mobile devices, "Learning English grammar tenses" application, secondary school, English language

Ағылшын тілінің грамматикасын үйрен” әдісін қолдана отырып орта деңгейдегі студенттердің грамматикалық дағдыларын дамыту

Аңдатпа

Бұл зерттеу Мобильді қосымшаны ресурс ретінде қолдануды және оны сабақ барысында қалай пайдалануды, сонымен қатар мектепте сабақты қалай дайындауға, оны аралық деңгейде басқаруға болатындығын нақты қарастырады. Мақаланың мақсаты мобильдік қосымшалар арқылы оқушылардың грамматикалық дағдыларын дамытуға бағытталған практикалық тапсырмаларды ұсынады. Сондай-ақ, “ Ағылшын грамматикасын үйрен” мобильдік құрылғы арқылы “шет тілі” пәнінің ағылшын грамматикасын оқыту пәніндегі шетелдік білім ретінде мобильдік қосымшасын қолдана отырып, орта деңгейдегі мектеп оқушыларына ағылшын грамматикасын уйрету.

Кілтті сөздер: мобильдік қосымшалар, “Ағылшын грамматикасын үйрен” құрылғысы, жоғары мектеп, шет тілі.

Развитие грамматических навыков учащихся с помощью приложения «Изучение грамматических времен английского языка» на среднем уровне

Аннотация

В этом исследовании рассматривается использование мобильного приложения в качестве материального ресурса, а также то, как подготовить урок и управлять на промежуточном уровне у школьников. Для целей данной статьи представлены практические задания направленные на развитие грамматики английского языка. Основной целью данного исследования является определения эффективных задач, которые могут быть выполнены с помощью мобильного приложения «Изучения грамматики английского языка». Данная статья обосновано на значимость предмета «Иностранный Язык», как иностранного образования в учебной дисциплине по обучению грамматике английского языка с использованием мобильного приложения.

Ключевые слова: мобильное приложения «Изучения грамматики английского языка», старшая школа, английский язык.

Abbreviations

FLL	Foreign Language Learning
TFL	Teaching Foreign Language
EFL	English as a foreign language
RK	Republic of Kazakhstan
MALL	Mobile assisted Language Learning
MA	Mobile Application

Definitions

1. **A mobile app** (English: “Mobile app”) is software designed to work on smartphones, tablets, and other mobile devices, designed for a specific platform like iOS, Android, Windows Phone etc.
2. A section of linguistics that studies the structure of words and sentences in a language and, accordingly, consists of two sections: **morphology and syntax**.
3. **Receptive grammatical skills** are automated actions for recognizing and understanding grammatical forms and relate them to their grammatical meaning.
4. **Grammar** is a skill that you can develop and throughout your life. Grammar plays role in written and spoken languages.
5. **Learning tools** are a necessary condition for the successful study of a particular object.

CHAPTER 1

Introduction

Nowadays mobile learning has become a popular educational strategy, particularly in relation to teaching and learning English as a foreign language. Rodriguez et al. (2013;1189) defined that mobile learning is like “the use of mobile technologies for educational purposes”. It is generally accepted that mobile phones are now central to contemporary life. There are many developed mobile applications such as “Google classroom, Edmodo”, but in my case, I have chosen one of the simple applications for English grammar learning called “Learning English grammar tenses” which consists only grammar tenses. This application “Learning English grammar tenses” provides grammar practice across all grammar areas split into question packs available at different proficiency levels based on CEFR levels.

The importance of using of using a smartphone as a tool of English learning relates to its functions as a pocket device capable of being used at all times and in most locations. Learners are able to use this application in that place where is no network connection. This research will be helpful for village learners.

In the past decade much research has focused on different perceptions of mobile learning able to encourage EFL/ESL teachers and students to consider the use of mobile applications to assist in the learning of English (Chen,2017). this highlights the view that the potential effectiveness of mobile phone applications in comparison to Face-to-face instructions, that can lead to their wider use in English foreign language.

Since ancient times, mobile apps have been used in teaching English grammar. In the process of teaching children, they need to be given the opportunity for observations, measurements, experiments, practical work, and it is through the sensory knowledge of the nature of things that they lead to knowledge.

In the classroom, children should perform a certain sequence of exercises to observe the new grammar topics. However, it should also be noted that in the context of the implementation of the updated training, many methodologists have seriously criticized the general didactic principle of using mobile application in the foreign language classroom, considering it irrelevant in relation to the modern educational process.

The currently accepted communicative method of teaching a foreign language at school gives a significant place to the use of mobile applications to develop students' grammar skills in written and spoken language.

1.1 Topicality of research

The modern period of the development of society is characterized by a strong influence of information technologies on it, which is into all spheres of human activity, ensure the spread of information flows in society, and form a global information space. An important part of the informatization of society is informatization of education.

Now almost everyone has mobile devices, it is a convenient tool for accessing any new information, but schoolchildren do not always use their smartphones for educational purposes. In that case this research shows for schoolchildren new way to learn foreign language (FL) grammar. Studying English as a foreign language (EFL) using mobile application is an interesting, easily accessible and relatively new way of teaching a foreign language (FL), which is gaining popularity among many users of mobile technologies. Thus, learning using mobile apps always at hand, and excellent opportunity to improve the quality and intensity of learning. In the other hand a study of the traditions of learning English shows that successful teaching has always been slowly associated with the use of technical means. So, learning by mobile devices have become widely used, with the help of that you can master various skills of English speech:

language communication, speech culture, listening, reading, speaking, language grammar and creation of reach vocabulary.

1.2 Problem Statement

The majority of learners at our schools find it difficult for them to learn English grammar especially, with the difficult curricula, traditional teaching methods, traditional evaluation methods and limited possibilities for secondary school children. By these days, many researchers found many applications and platforms to teach the learners better and easy. But every time we had problems with setting and limited participations. As I mentioned in this research about other popular apps which are need internet every time and in each work. Because of it, the chosen Mobile application (MA) “Learning English grammar tenses” need the internet only once to download the app. The next problem of this research was the limitations of pupils’ mobile phones. Research was provided in village Merke and some students has no possibility to use their own phones, cause for one family who had 3-4 children use only 1 phone. In these findings, researcher can be taught, learnt and studied acquired more effectively and students can be more motivated.

1.3 Aim of research

The purpose of the study focused on the system of English-grammar skills. It was found that in order to increase the level of grammar skills of the learners. it is necessary to organize the learning process in such ways as to influence students’ written and spoken grammar. In that case using mobile devices and apps such as “Learning English grammar tenses” helps to learn English grammar and contributes to making progress in that. This dissertation work examines how secondary school students’ grammar skills could be developed in using the mobile application "Learning English grammar tenses".

1.4 Objectives

The general objective of this study is

- Analyze the stages of the formation of grammatical skills in a foreign language lesson at the middle stage;
- Conduct empirical research of the formation of intermediate level students' grammatical skills using the application "Learning English grammar tenses".
- To find out teachers' techniques in development of intermediate level students' English grammar by mobile app.
- To find out the way language teachers adapt teaching methods for students with secondary school children (10th grade)
- To assess the challenges facing school teachers in teaching students with intermediate level students' grammar skills.

1.5 Research Questions

1. What is the effect of using "learning English language grammar" application on developing intermediate level students' English grammar?
2. How motivated do students get towards learning grammar by using "learning English language grammar" application?

1.6 Hypothesis of research

It is assumed that the use of the "Learning English grammar tenses" mobile application contributes to a better understanding of grammar in English lessons.

General **theoretical research methods** were used in the work: theoretical analysis of literature, pedagogical experiment, comparative method.

Empirical research method could be gathered using quantitative and qualitative method.

1.7 Significance of the research

The significance of this research work is that it focuses on teaching a foreign language (FL) grammar to school students. The major purpose of this study is to investigate the way language teachers teach students English grammar at using Mobile app “learning English grammar tenses” with and challenges facing them in the lesson with mobile application exercises and explanations from the app with the 10th grade students. The importance of this thesis is that it aims to understand the role of mobile learning in teaching the English grammar.

The “Learning English grammar tenses” application is handy for school children. They also can exercise grammar activity on application mobile devices anytime and anywhere. The system includes second language and show feedback just in time to prompt students.

The theoretical significance of the work lies in the program developed for this dissertation using the mobile app showing the possibilities of using a mobile application as an effective tool in the process of forming grammatical skills of oral speech of students in foreign language lessons at school.

The practical significance of the work lies in the possibility of using mobile applications by teachers in English lessons in secondary schools.

1.8 Scientific novelty

Scientific novelty of my research is creation and development lesson plan and methods which have positive effects on teaching learners with intermediate level school children by the use of mobile application “Learning English grammar tenses” which includes whole English grammar with the explanations and exercises.

The practical importance of the study is that the findings can be used by teachers of English language in conditions of foreign language education, in colleges, schools,

undergraduates, doctoral students and students, when writing their theses and thesis, and scientists when writing scientific articles.

CHAPTER 2

Literature Review

This chapter reviews the literature and theoretical framework to supply insight into my analysis topic.

Overall, mobile applications have become important teaching tools, especially given that English-medium instruction is gaining tract (Nurshatayeva, 2020, Nurshatayeva & Page, 2020; Weidman & Nurshatayeva, 2018) and as advanced technology becomes part of regular student support (Nurshatayeva et al. 2020, 2021).

Yet, ss a matter of fact, that “learn English grammar tenses” mobile application is not so popular. Moreover, there are many researchers that implemented some several mobile applications and M-Learning. One of them was Abu Laban, who investigated the effectiveness of using Mobile Learning Application in developing Eleventh graders’ English grammar and motivation for English. “According to a Pew study in 2012, smartphone ownership among American adults has increased from 35% in May 2011 to 45% in September 2012, and in the age group of 18-29 smartphone ownership is 66% (Rainie)”

Zakhareuski (N.D), states that applications on mobile phones, tablets and iPads are great ways for learners in which enable them to study and practice English language and be motivating, interesting and having fun while using them. They allow learners to test their information and knowledge on specific topics (verbs, grammar points, prepositions, tenses, etc.). The applications also keep track of learners’ progress and development, which allow the learners to skip questions by shaking or clicking the screen of the mobile phones. These applications also can enable learners to play many kinds of interesting and motivating games such as Scrabble and Boggle on mobile phones or smart phones. 2010). Sybrant (2012), states the advances of mobile learning in education as follows:

1. In 1968, the Dynabook which is considered as a notebook and able to be carried anywhere and connected to the wireless global network.
2. In 1975, IBM 5000 was developed and considered as the first available portable computer and used in education.
3. In 1996, Palm released Palm OS in which gives access to learning and organizing applications on mobile phones.
4. In 2001, the European Commission funds launched the Mobile Learning Project which aimed to explore mobile education.

2.1 Theoretical foundations of teaching English grammar to students at the intermediate level

A grammatical skill is understood as the ability to perform an automated speech action that ensures the correct morphological and syntactic design of a speech unit.

S. F. Shatilova gives the following classification of grammatical skills: morphological, morphological-syntactic and syntactic. R. P. Milrud also distinguishes speech skills.

Speech skills are grammatical skills that contribute to the correct use and formation of words in oral speech. The main quality of a speech skill is integrity in performing grammatical operations. Speech grammatical skills also ensure the correct placement of words in a sentence in spoken speech, so they can also be considered syntactic speech skills.

Morphological and syntactic speech skills are more discursive. The process of fixing a speech piece on a letter helps to return to what was written, analyze it, and refine it.

Grammatical skill is the ability of the speaker to choose a model that is adequate to the speech task, and to formalize it according to the norms of a foreign language. This is the ability to extract grammatical means of speech from long-term memory.

I. L. Bim believes that it is necessary to develop not grammatical skills, but to formalize speech morphologically and syntactically.

Productive grammatical skill is the ability of the speaker to choose models that are adequate to the speech task, to formalize them in accordance with the norms of a given foreign language.

E. I. Passov emphasizes that the grammatical norm and the speech task should be related to each other.

A grammatical productive skill should be flexible and conscious. A receptive grammatical skill is a learner's ability to recognize grammatical forms and relate them to their grammatical meaning. Receptive grammatical skills are automated actions for recognizing and understanding grammatical information in oral and written speech.

Currently, there are three approaches to the formation of grammatical skills in the methodology of teaching foreign languages.

An explicit approach in which deductive and inductive can be distinguished. With the deductive approach, first there is familiarization with the rules and examples, and then there is training, working out isolated operations, and then speech practice, which is implemented in translation.

The inductive method allows the students themselves to formulate a rule based on the phenomena they encounter when learning a foreign language. Seeing new grammatical constructions in the text, students try to learn their meaning through the context. Then they form a rule on their own, and they can also use hints in the form of a textbook or a teacher. Then they perform a series of exercises to practice and consolidate this material.

The implicit approach also includes two approaches: structural and communicative. Structural methods are called methods that are based on a scheme, a model of a sentence, which is

expressed through a scheme. Structural models can also be called language models if they contain speech patterns, typical phrases.

The differentiated approach involves the use of different methods, exercises, depending on the purpose of training, the characteristics of the students, the stages of training and the language material.

To form a grammatical skill in productive speech, the following stages are distinguished:

- Introduction of grammatical phenomena. Students get acquainted with the grammatical phenomenon, its form, meaning, and how it is used in speech.
- The presentation of grammatical material, which should be interesting, so that students are not distracted and at the same time understand and consolidate it. You should introduce new material in the form of a story, a game, or a presentation of audio or video material.
- Fixing the grammatical material is important because students can reproduce the grammatical material in speech. It is necessary to use various kinds of exercises to consolidate this grammatical material.
- Control of the understanding of what is learned is necessary, since in a modern school, students themselves must formulate grammatical rules. Students generalize, synthesize and analyze the grammatical phenomenon, thus, the grammatical material becomes a personal experience, which is expanded with the help of exercises.
- Repetition of the studied material is based on the fact that students independently perform tasks and exercises on this grammatical material.

The formation of speech grammatical skills should be carried out in stages.

The goal of the familiarization stage and the initial consolidation is to create an oriented basis for grammatical action for the subsequent formation of the skill in various communication situations.

The teacher needs to ensure that this structure is understood, worked out, and initially consolidated, and that all students understand this grammatical structure.

Suppose that in an English lesson, students are introduced to the grammatical structure of Past Simple (past simple tense).

At the same time, they are given the text:

“I was born in 2002. When I was a little boy I liked to play basketball. I played it with my friends in the yard. We also went to the park together and played football there.”

The understanding of grammatical material can be constructed deductively or inductively. That is, after reading the text, students will be given the rule immediately. And they will have to look for grammatical structures that support this rule.

Or they will have to analyze the text and, based on the analysis, formulate the rule themselves.

Grammatical material can often be presented both inductively and deductively at once, since sometimes it is difficult for students to make a grammatical rule themselves. Then the teacher can build leading questions, with the help of which students will be able to formulate a grammatical rule.

In this example, the teacher can immediately give the definition of Past Simple after reading the text, and then, by leading questions, the teacher helps students to see the grammatical constructions of this time and formulate the rest of the rule.

The source text that represented this grammatical rule is one-sided. Students will need additional vocabulary to express their thoughts. The training will be aimed in such a way as to expand the range of use of this grammatical phenomenon.

Training is an integral stage, it should be built so that students understand the need for this grammatical phenomenon in speech when performing exercises.

The methodology uses the following types of exercises for the formation of grammatical skills:

- simulation models;
- wildcards;
- transformational.

Imitation exercises are based on one-structured or contrasting grammatical material. The grammatical structure should be repeated in this type of exercise without changing. The performance of this type of exercise can be built on listening and repeating phrases, repeating grammatical forms for the teacher. Students listen with this grammatical structure, and they can also copy text with an underscore of this grammatical structure.

Simulation exercises put an acoustic image in the memory of students, and forecasting also develops. Imitation is usually carried out by ear or by means of printed material. The teacher can use wildcard tables, which are based on the interrogative construction.

Exercises of this type are carried out quickly and do not take up much time in the classroom. You can do this work in a choir.

Substitution exercises are aimed at fixing the grammatical material, students should develop automatism for this grammatical structure. This type of exercise is responsible for the formation of the flexibility of the grammatical skill.

Here, the variety of forms of this grammatical material is assimilated through transformations, additions, and extensions.

The purpose of the substitution exercises is to transform the grammar rule. Effective exercises are those that require a choice as a result of contrasting grammatical forms. The exercises may contain the opposition of the grammatical form to a number of other similar ones, and then the students will be offered a task to compose sentences based on the sample.

Exercises in modification also include exercises to supplement the corresponding form. Additions should be made from memory. A variation of this type of exercise can be a conversation on the phone with omissions. One person's remarks are given, and the answers that are omitted must contain grammatical material. To do this, the teacher can make supports, words in the original form.

Exercises with correction of semantic errors are performed on a communicative basis. The teacher should select the most difficult grammatical phenomena that will be subject to intra-linguistic interference.

Also, for this type of exercise, the "three-way conversation" exercise is suitable. One person asks a question to the second person, who, in turn, must learn the information from the third person, and then answer the first one again.

Transformational exercises are aimed at developing the skills of combining, replacing, reducing or expanding grammatical structures in speech. With the help of these exercises, you can learn to vary the content of messages depending on the situation, to oppose previously studied grammatical rules, to make whole parts of new grammatical material from separately studied parts.

2.3 Features of mental development of schoolchildren.

Adolescence covers children aged 12-15 years. Former primary school students transfer to the primary school. The nature of a teenager's communication with peers and adults is radically changing. In relations with adults, a new stage begins – adults (parents, teachers) no longer have the same authority as before, in primary school age.

Teenagers strive for independence and gaining authority among their peers, finding their place in society.

According to the concept of D. B. Elkonin, the puberty period is associated with neoplasms resulting from the leading activity of the previous period. From now on, educational activity is not so much aimed at learning about the world as at learning about oneself.

The central question is " What am I?" The desire to get rid of parental care, independence and demands are also characteristic of adolescence. The teenager struggles to resist the demands that he used to fulfill. Resentment and protest become a natural reaction to the lack of consideration of his interests, demands, desires, as well as attempts to limit his independence.

The teenager's sense of self-esteem is aggravated he claims to be equal with adults. The former type of relationship that existed earlier, reflecting the unequal position of the child, becomes unacceptable for the teenager, not corresponding to his ideas about his own adulthood.

Communication with peers begins to play a decisive role. The leading activity during this period is educational, social and organizational, labor, and sports.

This time is very favorable for creating conditions for self-expression of a teenager, defending important beliefs for him, interacting with adults and peers. When planning and conducting lessons, it is necessary to use such forms and methods of work that would ensure the implementation of these needs.

Group and pair work with the use of visual aids in the classroom and outside of school hours is considered preferable, since any task is solved more easily and exclusively by the students themselves, visibility is a support, and the teacher acts as a mentor (tutor). At the same time, it is much easier to discuss and make a decision (right or wrong) as a group, since the risk of looking ignorant is shared by all members of the group, and it is more pleasant to share success with someone.

Involving students in socially useful work, such as making visual aids, increases the self-esteem and self-importance of adolescents. Educational and methodological kits for secondary school disciplines are developed taking into account the age characteristics of students, but the effectiveness of assimilation depends directly on the methods of presenting the content in the lesson and on the competence of the teacher. Even the most complex educational material can interest and captivate students, if you use visual means.

The attention of teenagers is characterized by its selectivity and stability, so if the lesson is interesting, rich in details, with elements of novelty, then they can focus on one material for a long time. Accordingly, it is advisable to introduce the latest information and communication technologies and other means of visibility in training. Visual-auditory, experimental, graphic, and symbolic visualizations are particularly effective when used in adolescence. Visual aids skillfully selected and competently included in the structure of the lesson, increase the motivation and interest of students, attract them and contribute to the long-term retention of their attention on the studied problem.

There are also changes in the mental activity of adolescents. Their thinking becomes more abstract and critical, the teenagers themselves no longer blindly believe the teacher or the textbook, are prone to arguments and discussions.

Therefore, in the lessons in grades 5-9, it is necessary to create problematic situations as often as possible, to organize discussions and debates on the topic under study with the involvement of various means of visualization in the process.

It is very important to give teenagers the opportunity to find real examples from today's life, clear and indisputable facts (diagrams, tables, statistics), independently on the Internet or other sources (magazines, newspapers, dictionaries), to prove their point of view and challenge someone else's.

High school age (16-18 years) is the period of completion of puberty and at the same time the initial stage of physical maturity. For a high school student, readiness for physical and mental stress is typical.

Physical development promotes the formation of skills and abilities in work and sports, opens up wide opportunities for choosing a profession.

Along with this, physical development has an impact on the development of certain personality traits. For example, the awareness of their physical strength, health and attractiveness affects the formation of high self-esteem, self-confidence, cheerfulness, etc., on the contrary, the awareness of their physical weakness sometimes causes them to be closed, disbelief in their own strength, pessimism.

A high school student is on the verge of entering an independent life. This creates a new social development situation. The task of self-determination, the choice of one's life path, confronts the high school student as a task of paramount importance. High school students are looking to the future. This new social position changes for them the significance of the teaching, its tasks and content. High school students evaluate the learning process in terms of what it provides for their future. They begin to look at school differently than teenagers.

In high school, there is a fairly strong connection between professional and academic interests. In a teenager, learning interests determine the choice of a profession, while in older students, the opposite is observed: the choice of a profession contributes to the formation of learning interests, changes in attitudes to educational activities.

The systematization of knowledge in various subjects, the establishment of inter-subject relations is characteristic of the educational process. All this creates the ground for mastering the general laws of nature and social life, which leads to the formation of a scientific worldview.

High school students get bored if there are no tasks for the mind. They love to explore and experiment, to create and create new, original things. For example, many high school students are interested in animation, video blogging, and elementary programming. Thus, high school students can be involved in the development and creation of educational visibility.

In high school age, aesthetic feelings, the ability to emotionally perceive and love the beautiful in the surrounding reality change markedly: in nature, in art, in public life. Subject visibility (models, figurines, etc.), paintings, illustrations, reproductions – receive a lively emotional response from students, a tendency to admire or dislike in the form of an open discussion or, alternatively, a written statement of thoughts.

Developing aesthetic feelings soften the sharp manifestations of the personality of young men and girls, help to get rid of unattractive manners, vulgar habits, contribute to the development of sensitivity, responsiveness, gentleness, restraint.

The social orientation of the student, the desire to benefit society and other people increases.

2.4 Using different types of visualization in foreign language lesson.

The leading method in language teaching can be called oral speech, which is directly related to all types of speech activity of the student and teacher. It is oral colloquial speech that is given a

large place in the foreign language lesson. It depends on the knowledge of the lexical and grammatical aspects of the language, as well as on the actions performed with the language material, which lead to the formation of oral speech skills, ranging from the simplest skills to the development of strong automatisms and complex creative skills.

Learning tools are a necessary condition for the successful study of a particular subject. With their help, the connection between education and upbringing is carried out.

The grammar of a foreign language is the source material with which speech is carried out, so the language material is one of the main components of the content of teaching foreign languages.

In foreign languages, words can have several meanings. At all it is not necessary to know all the meanings of a word at once, but the most commonly used meanings need to be known. It is necessary to learn not only the meaning of the word, but also to develop the associations that arise when studying this word.

The use of words in a sentence implies knowledge of its most typical combinations with other words. So what should a teacher teach his students when working on new words? The unit of teaching English grammar is usually considered a word, but a stable phrase and an idiom will also be considered a unit of grammar.

The necessary set of these units is the linguistic component of the content of teaching grammar at a particular stage of training.

The selection of grammatical units for the lesson is determined by the level of foreign language proficiency, the age characteristics of the students, and the speech situations that determine their communication on a particular topic being studied. Students should receive the necessary information, and with it the composition of words that reflect the experience of communication.

The methodological component of the content of teaching grammar includes the necessary explanations, memos and instructions on the use of printed dictionaries, the form of maintaining individual dictionaries and cards with new vocabulary, on ways to reorganize and systematize the studied vocabulary. This is the knowledge and skills that will allow the student to work on the grammatical basis independently and independently of external conditions.

2.5 Teaching Methods

When preparing for a grammar lesson, the teacher needs to be able to make diagrams on various topics or situations and select words for them, you can draw pictures (a room with furniture, a person in a particular situation) and sign with words all the details that can be highlighted.

The psychological component of the content of grammar teaching is related to the problem of grammatical skills and abilities. The internal component of a grammar skill includes: the ability to pronounce the standard of a word depending on the speech task; the inclusion of this standard in the speech chain.

It is necessary to build work on the grammatical basis of the word in such a way that the volume of vocabulary increases qualitatively and quantitatively. To do this, the word or words must be entered in a specific context. This creates a primary field, a certain verbal environment, and therefore associations.

The more extensive the associative links of a word, the higher the percentage of memorization and the more diverse the context of the use of the word. Hence the need to create different word connections in different contexts. At this stage, it is possible to establish paradigmatic connections of words both on a formal basis (taking into account the features of the sound, graphic form, grammatical features), and semantic connections at the level of the context

of use in certain situations. It is impossible to extend the context without connecting adjacent semantic fields.

Constant repetition of the learned vocabulary and its application in speech leads to an increase in the active vocabulary of schoolchildren.

How best to introduce students to a new word? The methodology of teaching a foreign language distinguishes the following ways of memorizing a word: the use of clarity, semantics using synonyms (antonyms), semantics using known methods of word formation, word translation, finding words in dictionaries, the development of language guesswork through context.

The choice of method depends on the word being studied, the psychological characteristics of the class, and the competence of the teacher. An important role in learning a new word is played by the choice of clarity, or rather, the type of clarity that the teacher chose for the lesson. This can be a drawing, a visual effect, or a sound effect. The main thing is that it should be accessible, simple and expedient for students.

Speaking, listening, reading, writing skills.

A foreign language is one of the subjects that a student learns in the process of learning grammar skills is active speech activity.

Mobile learning tools can provide a motivational and motivational level of communication, create an environment close to the real conditions in which there is usually a need for people to communicate with each other.

The presented vocabulary in foreign language lessons is based mainly on previously studied speech patterns, usually in a small speech context. Its consolidation takes place in a series of exercises or in a role-playing game, in question-and-answer and other conditionally communicative exercises, the task of which is to ensure a quick "launch" into speech, and the visibility ensures its mobility.

With the help of visual clarity (drawings, photographs, paintings, associograms), you can create situations that stimulate the speech activity of students, causing the need to speak a foreign language. For example, in elementary school, you can work out and fix a new vocabulary in speech based on the exercise "Story in Pictures". This interesting form of work will not leave indifferent children of primary school age.

Grammatically correct speech design, along with lexical richness, plays an important role in the implementation of the act of communication. A well-formulated and reproduced thought makes it easier to understand the meaning of the statement. When mastering grammar in a school course of learning a foreign language, special attention should be paid to both the theory itself and its combination with speech practice.

Grammar is mostly theoretical material that requires abstract thinking. But if you use visual content in its transmission, and not just a dry explanation, this material becomes easier to assimilate, because it activates the mental activity of students.

The formation of strong, grammatical skills contributes to:

- students' understanding of the connections between the aspects of the lesson;
- working out actions for the development of grammatical skills on a large volume of lexical material, in various communication situations.

In the methodological literature, the following three stages of the formation of grammatical skills in productive speech are distinguished:

- 1) introduction and initial consolidation;
- 2) training;
- 3) application.

The purpose of the first stage is to reveal the meaning, form and use of the grammatical structure, to ensure its understanding and primary consolidation. There are various ways to

introduce new grammatical material. There are practical and theoretical-practical ways of presenting a grammatical phenomenon.

The practical (lexical) method implies that students independently comprehend the grammatical structure encountered in the speech sample and then, by analogy, perform grammatical actions imitatively. The second method-theoretical and practical-involves a brief, vivid explanation by the teacher (student) to the speech sample, concerning the formation and use of this grammatical phenomenon in a number of cases and comparing it with the phenomena of the native language.

The second stage consists in training the practical use of grammatical material. At this stage, we use simulation, substitution, and transformation exercises, as well as combination exercises. The main task of the second stage is to give the training a speech character. This task is solved by means of conditional speech exercises, the distinctive feature of which is the presence of the speaker's speech task.

By imitation exercises, it is customary to understand such exercises in which students find the required vocabulary for performing a speech task in a speech sample and apply it without changing it.

Substitution exercises – exercises in the grammatical structure of which it is necessary to substitute the required lexical units. Transformational exercises involve any change in the replica (speech pattern).

The third stage is the use of grammatical material in speech. The transition of skills to skills is provided by exercises in which the activated grammatical phenomenon must be used without language training in accordance with the speech circumstances. Exercises of this stage can be carried out on the material of oral topics, home reading, filmstrips, film fragments.

Working on grammar, which requires abstract logical thinking, is impossible without "concrete" supports, fixing the material is impossible without bright memorable examples. Visibility can be used both to explain new grammatical material (attracts attention, makes a dry explanation more memorable, colorful) and to consolidate (increases the efficiency of memorization).

At the junior level, various characters are widely used. A fictional character who is present in the lesson "takes part" in explaining the new grammar can "ask" the students themselves or ask them to explain "difficult moments for him". For example, the character Frau Grammatika. It can be revived, you can make a house out of cardboard for it. Together with her in the house live the pronouns: I, you, he..., which are written on the shutters of the windows.

This is a great visual material for introducing grammar. For middle-level students, the following task will be interesting: each student receives a card that shows one or more subjects and a descriptive adjective for each subject. The task of the student is to describe the object seen.

To achieve this goal, it is not enough just to enrich the vocabulary of students and teach them to build sentences grammatically correctly. It is necessary to create such conditions in the classroom when students have a need to apply what they have learned in practice, i.e. in communicating in a foreign language. It is important to teach how to use the language tools of a foreign language to carry out speech activity (speaking) in a specific communication situation, in accordance with the speech task and communicative intention, as well as to perceive and respond to the speech by ear.

The basis in teaching speaking is the formation of skills of dialogic and monological speech.

In the modern theory of speech activity, dialogue is considered as a form of social and speech communication, as a basis for cooperation and mutual understanding between people in the process of joint activities.

Dialogic speech is formed under the influence of the motives of activity. It has a specific purpose and purpose. The unit of dialogic speech, as well as monologue, is a speech act, or speech action. The difference between dialogue and monologue speech is that the speech whole is created by two (or several) interlocutors, while each of the participants alternately acts as a listener and speaker, as a result, reception and reproduction are combined within one speech act.

Due to the fact that several partners participate in the dialogue, dialogic speech is characterized by such extralinguistic features as: situativeness, collectivity of information, possible diversity of information, differences in the evaluation of information, active participation in speech of facial expressions, gestures, actions of partners and the influence of the subject environment of the interlocutors.

The units of teaching dialogic speech include dialogic units. Dialogic unities can be different in structure. The most common of them are:

1. Question-answer (- What is your name? - My name is Anton.)
2. Question-question (- Can you help me? - What can I do for you?)
3. Statement-question (-I'm going to the zoo today. - May I come with you?)
4. Approval-approval (-The weather today is nice. - Yes, you have right.)

The primary task in teaching dialogic speech in a foreign language is to train students to respond to the interlocutor's remark. At the initial stage, the teacher himself gives cues-stimuli, and students learn to respond to them.

An effective means of stimulating the speech act in this case are a variety of visual aids. So, for example, to the question-incentive " What is this?" accompanied by a demonstration of the image, different reactions of the students may follow:

"I do not—, "That's a head—, "That's a face—. In the future, the children learn to give their own cues-stimuli and respond to them.

To facilitate this task, the teacher may suggest that students consider a situational picture, guess from it what the characters depicted on it say and reproduce this situation.

For example, the "greeting" scene (a picture of two people shaking hands). The next step in teaching dialogic speech, when the rate of reaction to a cue-stimulus increases in students, is learning to make the reacting cue more detailed. The teacher should show you how to convert it into a short utterance. Visual support in the form of thematic images will help students formulate their answer more commonly. For example:

- Do you like winter?

- No, it is cold in winter. It is snowing and the wind is blowing. I like the

Summer. And you?

Dialogic speech training can also be organized on the basis of a short sample dialogue. In foreign language textbooks, such dialogues are most often accompanied by images of its participants, and the replicas are given in "clouds with text". The work on such a sample dialog takes place in three stages:

1. Perception and understanding.
2. Playback (simple at first, and then with modification).
3. Use it in new situations.

First, the children listen to the dialogue in the sound recording, or in the performance teachers. The teacher provides and verifies the understanding of the dialogue. More effective perception and understanding of the dialogue is facilitated by the visual clarity demonstrated during the sound of the dialogue. Then the children listen to it again with the support of the printed text and practice reading, that is, they reproduce it.

Next, the dialogue replicas are memorized and played back from memory or based on images. To modify the dialog, the teacher suggests words for substitution, or a picture that allows the children to guess which words in the dialog should be replaced. For example:

-Excuse me!

-Yes, please?

- I am a stranger here. Is this the town hall?

-Yes, that's right and where do you come from?

- I am from Rostov.

- From Rostov? But you speak German very well!

- Do you find? Pleased to meet you! Thanks a lot! Goodbye!

-Goodbye!

In this dialog, it is advisable to show students images of other objects of the urban environment and cities, to replace the words town hall in the dialog, and to accompany the sound of the dialog with an image of the situation or a short video.

Thus, students memorize the structure of the foreign language dialogue and the dialogic units themselves, which allows them to use those of them that are suitable for this communication situation in new situations, and visual means help to recall images from memory for the implementation of speech activity.

Unlike dialogic speech, which is situational, monologue speech has a contextual character, which implies the presence of a certain starting point (seen/read) for the formation of the ability to verbally deliver messages. In addition, it is necessary to master such skills as:

- formulate simple coherent statements using the main communicative types of speech (description, narrative, reasoning, characterization) within the framework of the studied topics;

- transmit the main content of what you read/ saw/heard;

give short descriptions and / or comments based on non-linear text (tables, graphs);

- build a statement based on an image with or without relying on keywords/plan/questions.

Monologue speech has a number of communicative functions in grammar skills:

1. Informative-the speaker informs the listener of some new information, presenting it in the form of knowledge about objects and phenomena of the surrounding world, a description of an event, action or state;

2. Influencing-the speaker tries to convince someone of the correctness of their thoughts, judgments and views, causing the listener to respond, which will be positive or negative;

3. Emotional-evaluative; this function shows how the speaker relates to the statement, that is, shows how he relates to something from the emotional side, and what assessment he gives to what is happening.

Based on the main communicative functions of monologue speech, the following functional types of monologue can be distinguished:

- Monologue-description-a way of expressing a thought that involves a brief description of an object or phenomenon that is in a stationary state. It is carried out by listing certain qualities, special features and signs.

- Monologue-a message that is used to convey information about some developing actions and states.

- Monologue-reasoning - a type of speech characterized by logical relations in the utterance.

A monologue statement is distinguished by its logic, integrity, semantic completeness, as well as expressiveness and stylistic coloring. E. N. Solovova identifies a number of the following characteristics of a monologue:

- Purposefulness. Any monologue statement should correspond to the speech task, fully revealing the problem of the statement.

- Continuous character. The speech must be structured.

- Consistency. The statement should adhere to one thought and not contain unnecessary elements.

- Semantic completeness. Any monologue speech should lead the speaker to some logical conclusion or outcome.

- Independence.

- Expressiveness. Speech should convey the emotional and evaluative perception of the speaker.

Thus, we can conclude that the purpose of teaching monologue speech is to develop the ability to communicate-motivated, logically consistent and coherent, sufficiently complete and correct in terms of language to express their thoughts directly in oral form.

The process of learning a monologue statement is divided into three stages:

- Developing the ability to express one complete thought, one statement on a topic at the level of one phrase. The teacher names the topic, and the students take turns saying one phrase at a time.

- Emphasis on the logical connection between phrases. At this stage, you need to overcome the resulting contradiction, i.e. wean students to pronounce a meaningless set of sentences and teach them to speak logically.

- New logical problems and the mandatory increase in the volume of the statement.

In the domestic methodology of teaching foreign languages, there are two main ways of forming speaking skills: "from top to bottom" and "from bottom to top".

The path of learning a monologue "from top to bottom" involves the development of monological skills based on the read text.

The second way "from the bottom up" is associated with the development of the above-mentioned skills without relying on the text, based on the topics and problems of the issues discussed, the studied vocabulary and grammar, as well as speech structures.

The first way has a number of advantages. The text quite fully outlines the speech situation, and the visual support in the form of an illustration complements it and allows the teacher not to waste time in the lesson to create it.

L. I. Lazarkevich explores the method of teaching monological speech on the basis of the so-called supports. Their purpose is to directly or indirectly help generate a speech utterance by calling up associations with the life and speech experience of students. According to Lazarkevich, supports are a kind of incentives that can provide the following components:

- general direction of the statement;
- adequacy of the statement to the topic;
- logical construction of the statement;
- quantitative sufficiency in the disclosure of the topic.

According to E. I. Passov and N. E. Kuzovleva, there are verbal and illustrative supports, which in turn relate to the types of sound and visual clarity. There is a classification of supports developed by V. B. Tsarkova, which divides all supports into two main groups – meaningful and semantic.

- | | |
|----------------------|---------------------------|
| 1) Content supports: | - text (auditory); |
| - verbal; | - plan; |
| - visual; | - logicosyntactic scheme; |
| - text (visual); | - filmstrip, filmstrip; |

- picture; - series of drawings;- photo.
- signature;
- 2) Semantic supports:
- diagram, diagram, table;
- words as semantic milestones;
- numbers, dates;
- slogan;
- symbolism;
- aphorism, saying;
- poster

According to E. I. Passov, supports are always informative. Information can be expanded (content supports), and compressed (semantic supports). But at the same time, the information is an impetus for reflection. In this regard, students have certain associations that can be directed in the right direction by the settings of speech exercises. Each of these supports is specific in nature and has its own potential, which is used to control the process of learning monological utterance.

The "bottom-up" path involves generating a monological utterance without relying on a single specific text. This path can be chosen by a teacher at the initial stage of training, when students do not yet have sufficiently formed reading skills, or when educational texts for reading are unlikely to offer a thorough basis for developing speaking skills.

The motivational and auxiliary components for generating a monological utterance are pictorial and schematic visibility, to previously studied words and speech patterns. For example, in an English lesson in the second grade, sentence diagrams can be used, for a monologue - a description of the characters in the textbook.

This path is also acceptable at the senior stage of training, when the language and content level of knowledge on the topic or problem under discussion is quite high. In this case, monologues can be based on many texts read or listened to in the native and foreign languages.

Teaching oral speech in a foreign language is inextricably linked to learning listening skills. In the educational process, listening acts as a goal and as a means of sound clarity. As a means, it

can be used as an introduction to language material in oral form, as well as as a means of teaching other types of speech activity (speaking, reading, writing). In addition, it is possible to use listening during the control and consolidation of the acquired knowledge, skills and abilities.

Listening to foreign language speech and speaking are interrelated in the educational process: listening can serve as a basis for speaking, in turn, the quality of understanding of the listened material is usually controlled by answering questions to the content of the listened material or by retelling it. Thus, listening prepares speaking, speaking helps to form the perception of speech by ear.

Listening is the basis of language learning, since in primary school, wordless translation is used to a greater extent, based on visual aids, when children use guesswork, which develops thinking and arouses interest from children.

In middle and high school, the development of children's cognitive processes reaches such a level that they are almost ready to perform all types of mental work of an adult, including the most complex ones. At these stages, the knowledge of listening as a type of speech activity should ensure a successful communication process, develop the ability of middle and high school students to speak and understand a foreign language. Since the process of learning to listen is complex and difficult, it is necessary to pay more attention to listening in schools. It is very important to increase the motivation of students to understand foreign speech by ear and use it as a means of communication.

There is a real possibility of forming the skills of oral speech on the basis of listening. The most preferred methods are those that create situations of natural speech communication, encourage students to speak out, exchange opinions. Tasks on the listened text should be creative, students' actions should be internally motivated.

Oral speech as a productive type of speech activity is one of the priorities in teaching a foreign language at school. Being one of the four so-called "skills of the new millennium" along with critical thinking, group work or working in pairs and creativity is the most difficult, both in learning and in mastering. Additional difficulties for both students and teachers are due to the fact that along with the first, in the fifth grade, the study of a second foreign language begins.

2.4.2 Lack of knowledge

Despite the fact that middle-level students are by nature very curious and active and in most cases motivated to learn a second foreign language, problems still arise.

The general difficulties of teaching oral speech of a foreign language can be attributed:

1. Lack of knowledge of the language material at the necessary level (vocabulary and grammar, as well as auditory-pronouncing skills, are not sufficiently developed for the implementation of the act of communication). The lack of knowledge of the language material makes the practice of oral speech impossible.

2. The inability to use the acquired speech skills and abilities in practice. In the context of the lesson, due to time constraints, the use of the studied language structures becomes problematic. The same problem is observed in classes with increased occupancy, the student simply does not reach the turn to speak out.

3. The absence of a speech reason (motive). If the topic of the lesson is incomprehensible, boring, uninteresting and its discussion seems meaningless to students, and the presentation of the educational material is monotonous and dry, even the strongest students refuse to speak.

4. High emotional barrier. Emotional barrier - psychological factors that positively or negatively affect the process of learning a language. Its indicator can be either high or low. Students with a high emotional barrier have increased anxiety, low self-esteem, lack of interest in

classes due to age discrepancy or lack of knowledge, as well as unfavorable relationships with the teacher and the group.

Accordingly, with its low indicators, a favorable working atmosphere prevails during classes, students have high motivation and self-esteem, and relations with the teacher are built on mutual assistance. Therefore, it is extremely important for the teacher to maintain a low psychological barrier among students.

You should also take into account the specific difficulties that arise when teaching oral speech to a second foreign language.

The main, and undeniably the most important difficulty that students face when learning a second foreign language is the problem of interference. Substitution of the models of the second language studied by the corresponding elements of the first or native language can be both positive and used for the purpose of intensifying learning, and negative, and negatively affect the quality of mastering a second foreign language. Negative interference is a source of numerous errors, which covers all linguistic levels of the language (phonetic, lexical, grammatical, spelling).

To successfully overcome the above difficulties, when teaching oral speech to English as a second foreign language, it is necessary to create such conditions in the classroom that would contribute to the correct and effective development of students' speech production, the formation of such important oral speech skills as listening and speaking.

Speaking, as described earlier, has two forms – monological and dialogical. Speaking directly depends on listening skills, and conversely, listening affects the process of speech production. Visibility, intended not only for contemplation and listening, which abounds in educational and methodological kits in English, but also encourages independent actions, involving all students in the educational process, provides prerequisites for the development of an internal motive for speech activity.

Therefore, in foreign language lessons, it is advisable to minimize front-end work. If you need to choose this form of work, you should take into account that the interest of students quickly fades if the teacher takes all the initiative. It is necessary to organize joint work of students in pairs or groups as often as possible because it is in the middle school age that changes occur in the nature of communication between adolescents as a result of the regulation of communication, cooperation and cooperation. Taking into account such significant psychological characteristics of students allows the teacher to qualitatively plan the scheduled activities, bring elements of novelty and interactivity to the classes.

It is possible to intensify and stimulate students' curiosity to learn English by introducing new, bright and memorable things into the lesson. Games, videos, cartoons, songs in English – create a beneficial atmosphere in the classroom that encourages cooperation.

The informal environment of live communication, which can be created by the teacher with the help, provides immersion in the language environment, encourages conversations and discussions, discussion and expression of their position on what they have seen, heard or read.

When learning a second foreign language, the number of mistakes made by students during speaking increases. This is due to the fact that the structures of the new language being studied are replaced by the structures of both the native and the first foreign language, the study of which usually begins in elementary school.

At the same time, the lexical and grammatical level suffers, but to a greater extent, the auditory-pronouncing skills are affected. Sounding English speech is very difficult to perceive by the "English" by ear and is even more difficult to reproduce.

Practicing speaking skills – listening, repeating aloud for the speaker and the teacher first of individual syllables, and then words, phrases and whole sentences-should be accompanied by

visual support. Correction of errors should take place in a soft form, after the completion of the speech action. Students should feel that the teacher is their ally, not their opponent.

It is necessary that students master new language material, based on existing linguistic and regional experience, and at the same time understand what exactly they need to do when performing a particular task and why they need it.

This means that another task of the teacher is to clearly and correctly formulate the tasks necessary for the assimilation of the grammatical material of the lesson, using positive interference and effective means of visualization to achieve higher results; to be able to put the question in such a way that students have the desire and need to answer it using all their knowledge, skills and skills acquired in the process of learning both languages.

In the field of English, there are many applications for learning it. The main drawback is the almost lack of practice of speaking, so often people with a good vocabulary and knowledge of the rules of the English language have a language barrier.

The existing counterparts mostly practice memorizing words, making sentences, and watching movies with subtitles.

Such applications are:

- Lingualeo;
- Duolingo;
- Eazy ten;
- Words;
- Learn English;
- Memrise.

In this dissertational work, I used mobile application “Learning English grammar application”. this application created by Petr Kulaty and Andrej Hanak in 2013.

- Consists: free an ESL tests, exercises and rules.
- Includes: English, Czech, Russian languages.
- 125 exercises with 1150 questions.

“Learning English grammar tenses” application divides into two section:

Section 1:

Diagnostic test + Table of tenses

Present simple and continuous

Past simple and continuous

Present perfect simple and continuous

Past perfect simple and continuous

Future simple and continuous

Future perfect simple and continuous

Section 2:

Diagnostic test 2 +table of verb forms

Going to versus present for future

Passive voice

Time clauses

Conditional tense

If clause

Indirect speech

Figure 1 “Learning English grammar application”



English Tenses	Упражнения
Table of tenses Diagnostic test	Present tenses Grammar rules & examples
Present simple tense Present continuous tense	Упражнения
Past simple tense Past continuous tense	1 Choose correct tenses
Future simple tense Future continuous tense	2 Make negative answers
Present perfect simple tense Present perfect continuous tense	3 Write questions
Past perfect simple tense Past perfect continuous tense	4 Complete sentences
Future perfect simple tense	5 Write sentences + questions
	6 Ask questions
	7 Write negative sentences
	8 Choose correct tenses

CHAPTER 3

Methodology

This research uses quantitative and qualitative design. The qualitative design is collected through the questionnaire from the students at the end of the course to identify the effectiveness of using MA “Learning English grammar tenses”.

The quantitative design aims to assess MA “Learning English grammar tenses” effect in teaching English grammar skills as a foreign language. The intermediate level students’ materials, activities and grammar will be revised with the mobile application. During the practice students will use MA in the class. At the beginning and at the end of the practice students were taken diagnostic test from the app.

3.1 Participants

In my study I interviewed teachers from school gymnasium #1, which is located in Kazakhstan, Village Merke. The school is located in different class community. I interviewed 7 teachers, all of them were female.

The study also observes learners of 10th grade at the intermediate level. The number of learners in groups consisted 12 students and two classes (10 ”A” 5 male and 7 female students, 10”B” 6 male and 6 female students). Learners learned English as a foreign language by using mobile app “Learning English grammar tenses”. However, at the beginning of the course, level of English language proficiency of those students can be classified as lower than I expected. There were few students with elementary and pre-intermediate level. Before passing to the description of the group work program with them, it is necessary to point out some psychophysical features which turned out to be main factors defining specifics of developing methodology for teaching English language grammar. Based on this observation, we should note

that, using mobile applications at school for intermediate level students is effective and gained learning motivation.

Table 1 Participants

Gender	Female	
Amount of teachers	7	
Gender	Male	Female
Amount of students	10”A” -5	10 ”A”-7
	10”B”-6	10”B”-6
Practice length	From 3 months to 21 years	

We analyzed the grammatical knowledge of 10th grade students in English lessons. To study the level of grammatical knowledge of students, we offered the following task:

Choose the correct answer:

1. goose

a) geoses b) geese c) geeses

2. class

a) classis b) classs c) classes

3. deer

a) deers b) deer c) deeres

4. day

a) days b) daies c) dayes

5. city

a) citys b) cities c) cityes

6. mouse

a) mouses b) mice c) mousies

7. leaf

a) leafs b) leafies c) leaves

8. child

a) childs b) children c) childies

9. girl

a) girls b) girlies c) girl

10. man

a) mans b) men c) mens

11. box

a) boxs b) boxies c) boxes

12. tomato

a) tomatos b) tomato c) tomatoes

13. book

a) books b) bookes c) bookies

14. shelf

a) shelves b) shelfies c) shelves

1-2 points – low level of grammatical knowledge.

3-4 points – average level of grammatical knowledge

5 points – high level of grammatical knowledge

As a result of the study of the formative evaluation system, the following data were obtained within one week, presented in Table 2.

Table 2 - Results of students ' grammatical knowledge in English

student's no.	10 "A" class	10 "B" class
1	2	3
2	2	3
3	3	3
4	3	3
5	3	3
6	3	4
7	3	3
8	3	3
9	3	3
10	4	4
11	3	3
12	3	2

Let's summarize the results of the performance rating in one chart:

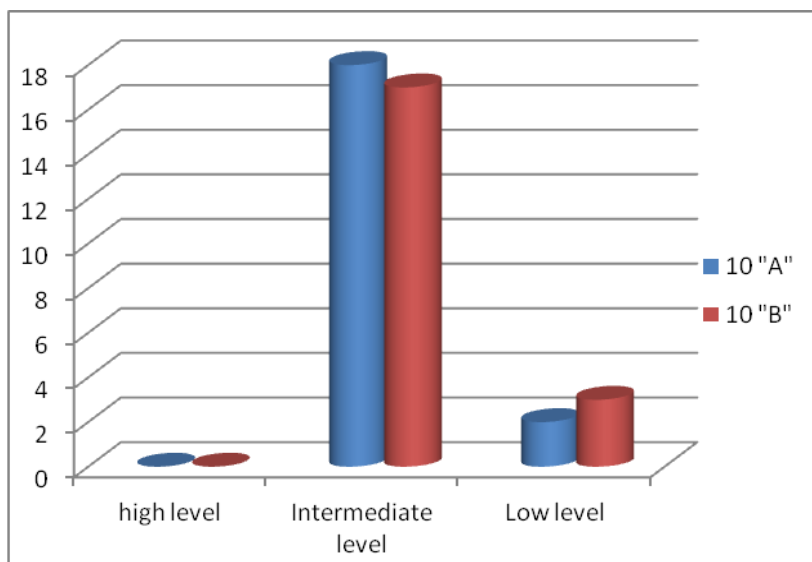


Fig. 2. Results of the student performance rating

According to the table and diagram, it can be seen that the level of grammatical knowledge of students in the two classes is almost the same. Both the 10 "A" and 10 "B" classes are dominated by the number of students with an average rating of grammatical knowledge in English. The number of students with a low knowledge of English grammar prevails over students with a high level of knowledge.

Thus, the study of the rating of grammatical knowledge of the English language revealed that the level of knowledge of students in the two classes is approximately the same and corresponds to the average and low level. Let's check this conclusion using the Student's criterion.

Result:

$$T_{mp} = 0.4$$

Critical values

T_{kp}	
$p \leq 0.05$	$p \leq 0.01$

2.01	2.68
------	------

The obtained empirical value of t (0.4) is in the zone of insignificance, which confirms the correctness of the conclusion that the grammatical knowledge of the students of the two classes is approximately the same and no significant differences were found.

Thus, we decided to conduct a training work with one of the classes (10 "A") using the "Learning English grammar tenses" mobile app to learn grammar in English lessons and increase cognitive interest in learning English.

2.2. Organization of a series of lessons using the app "Learning English grammar tenses"

English lesson summary using the mobile app on the topic "SpeechEz", 10th grade GOALS: getting acquainted with the past long time using the mobile app 10th Grade

Tasks:

- 1) get acquainted with the past long time.
- 2) learn to find verbs in the past long tense in a sentence.
- 3) learn to build sentences in the past long time.
- 4) learn how to work on the "Learning English grammar tenses" Mobile app.

Educational and methodological support:

English language textbook "Enjoy English" for the 10th grade of secondary schools (Student's Book).

Forms of work in the lesson:

- working in groups;
- individual.

Lesson equipment:

TSO: mobile phone or tablet, WI-FI

The course of the lesson:

I. Organizational moment.

Greeting.

T: Good morning, pupils!

P: Good morning, teacher!

T: I'm glad to see you.

P: We're glad to see you too.

II. Updating knowledge.

T: Pupils, look at the blackboard, please. You can see four sentences here. Let's translate them and define the tense form used in these sentences.

1. Y. Gagarin is a famous spaceman. (*present simple time*)

2. He was the first astronaut. (*past simple time*)

3. I am speaking about space now. (*present long time*)

4. A small satellite was coming towards us. (*the long time that has passed*)

(Students translate sentences, when translating 4 sentences, there is a problem).

P: We can't translate the 4th sentence as we don't know this tense form.

III. « Discovering new knowledge »

T: So, let's compare the 3rd and the 4th sentences. What is common here? And what is different?

P: In both sentences there are verbs with –ing.

T: Well, what can you say about the verbs am and was?

P: It's the verb to be in the present and past simple.

T: Right you are. So, can you tell me what tense form we are going to speak about this lesson?

(Defining the lesson topic)

P: I think we are going to speak about the Past Continuous Tense.

T: Yes, you are right. What for do we need the Past Continuous Tense?

Now you should take your mobile phone and enter the application YAClass. Find “English Language” from 5 to 9 classes. At number 9 you can see our topic “Past Continuous”. We read the theory under numbers 1, 2, 3, 4, 6 and write out the rule briefly. (1)

An action that lasted for some period in the past;

Emphasize the process itself, not the result;

Description of a short-lived, short-lived situation in the past.

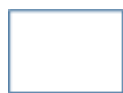
(2) Drawing up the formula



+ to be (was(sin.n)/were(plur.n)) +



Negative sentence (3)



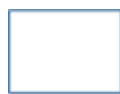
was/were NOT



ing.

Questions (4)

Was/Were



ing?

Marker words (6)

At 5 pm, when, while, all day (long), the whole day, all the time, from 3 pm to 4 pm.

IV. Primary pinning.

T: Now, boys and girls, look at the task below?

(1) What is the tense? (what is this time?)

(3) formation of sentences.

(4) past simple or past continuous

V. Applying knowledge and skills in a new situation

T: I believe you can use you knowledge to make up your own sentences using the Past

Continuous tense. Make up 2 sentences.

Group 1.

Sunday /the whole day / playing / I /football / was /yard / in the /last.

Mike / tennis at 5 p.m. / the day /were/ playing/ and / John /before /yesterday.

Group 2.

was / the whole / yesterday /a letter / Dan / evening / writing.

were / we / at 8 a.m./ translating / yesterday / the article.

Group 3.

my/ in the office /was / yesterday/ father /from 9 a.m. to 6 p.m./ working.

yesterday /friends /his/ reading/ a book / were /the whole day.

Group 4.

was / yesterday /TV/ Dolly/ from 5 p.m. to 7 p.m. / watching.

homework / yesterday / doing/ they /at 8 p.m. were/.

VI. The stage of reflection.

T: Our lesson has come to an end. To sum up our work let's complete the sentences.

Students evaluate their work in the lesson according to the following scheme:

a) acceptance of an unfinished sentence

Today in class I

learned ...

met ...

remembered ...

learned ...

b) reflection on achieving the goal

now I know how ...

I can ...

VII. Lesson summary.

T: Dear boys and girls, I hope you like our lesson. Your marks for the lesson are... Now open your diaries and write down your homework. It is exercise _, page _. Our lesson is over. I'll be glad to see you again. Goodbye!

For the lesson

Group 1.

Sunday /the whole day / playing / I /football / was /yard / in the /last.

Mike / tennis at 5 p.m. / the day /were/ playing/ and / John /before/yesterday.

Group 2.

was / the whole / yesterday /a letter / Dan / evening / writing. were / we / at 8 a.m./

translating / yesterday / the article.

Group 3.

my/ in the office /was / yesterday/ father /from 9 a.m. to 6 p.m./ working. yesterday
/friends /his/ reading/ a book / were /the whole day.

Group 4.

was / yesterday /TV/ Dolly/ from 5 p.m. to 7 p.m. / watching.

homework / yesterday / doing/ they /at 8 p.m. were/.

Answers

Group 1.

I was playing football in the yard the whole day last Sunday.

Mike and John were playing tennis at 5 p.m. the day before yesterday.

Group 2.

Dan was writing a letter the whole evening yesterday.

We were translating the article at 8 a.m. yesterday.

Group 3.

My father was working in the office from 9 a.m. to 6 p.m. yesterday.

My friends were reading a book the whole day yesterday.

Group 4.

Dolly was watching TV from 5 p.m. to 7 p.m. yesterday.

They were doing homework yesterday at 8 p.m.

3.2 Procedure

The main thing when introducing new grammatical material is to encourage students to search for information, to make them look at the text from a certain angle. This is done to memorize speech patterns of a given grammatical structure.

Thus, even when getting acquainted with the grammatical material, the rule is combined with its exercises, analysis with synthesis.

The development of grammatical skills goes through a number of stages:

- The first stage is preparatory. There is an introduction to the grammatical phenomenon. Students immediately set a goal, therefore, they are psychologically set up to acquire new material. The task of the teacher is to interest students, to arouse their interest, attention and activity. Since grammatical structures can vary in complexity, the visibility should also vary: from simpler to more complex.
- The elementary stage includes the assimilation of actions for the use of grammatical structure. At this stage, there is a comprehension and memorization of the samples. At this stage, students should perform exercises on the use of ready-made word forms or form forms based on the sample themselves.
- The combining stage is a further consolidation of actions in terms of their correlation with other actions. There should be more creativity in the exercises.
- The final step is to incorporate new grammatical skills into the speech situation. Students should use these structures in speech activity independently.
- Then there is a training with the help of exercises. The purpose of this stage is the formation of students' accurate reproduction of the studied phenomenon in speech situations, the development of its flexibility as a result of varying communication conditions.

Furthermore, to have detailed information the classroom observation is meant to observe, analyze and see the reality of the process of teaching, observation was important in this study.

Observation can provide more detailed and new information in addition to the interview. There are two types: pre- test, and interview. The first pre test was given in the beginning of the course

to determine the student's English level. Teachers were interviewed to identify issues according to lesson plan and teaching method. It was important to include both closed ended and open ended.

3.3 Interview

In this thesis, semi – structured interviews were used to collect data that couldn't be obtained through observations. Interview consists of two parts ,10 questions. Most of the questions are closed, some of them are open. After the introduction and instructions for filling in the questionnaire there is Part 1, which is introductory. It consists of six questions and its goal is to gather statistical data such as effectiveness of the MA, number of students in his groups or type of students they teach /taught. I interviewed the teachers from secondary school. Part 2, consists of five questions and concentrates on the availability of teaching materials and frequency of use of Mobile application “Learning English grammar tenses” materials in teaching.

3.4 Data Collection

In this research I have investigated a range of issues identified to Mobile Assisted language learning (MALL). The data collection in my study was analyzed relying upon of data collection. In the first place, pre - test were analyzed to test whether learners that participate in conceptual change with the intermediate level of English proficiency. Teachers results on survey were coded to check for factors that I am interested in. The development of frameworks which guide teachers in their planning and pedagogic strategies, and supporting teachers in using this the Mobile App in the 10th grade classrooms. And the teachers were also asked if they had had any training (courses, seminar, mobile application tools, etc.) regarding how to teach the foreign language grammar for intermediate level students at the secondary school children.

3.5 Data analysis

This chapter presents the information analysis of this research study. The collected data from lesson observation, interview, grammar tests and from extra conducted classes for experimental groups were analyzed quantitatively and qualitatively.

CHAPTER 4

Results

The purpose of the empirical stage of the study was to determine the dynamics of grammatical knowledge of English students. To obtain more reliable results, the same method of identifying knowledge was used.

The study of grammatical knowledge was conducted in the same classes as in the first stage of the study.

With the 10th "A" class, work was carried out using the "Learning English grammar tenses" mobile app in English lessons, and the students of the 10th "B" class were engaged in the usual mode, according to the traditional method.

After studying the grammatical knowledge, the following data were obtained, presented in Table 2.

Table 3-Grammar knowledge of students

№ the student	10 "A" class	10 "B" class
1	4	3
2	5	3
3	5	4
4	5	2
5	5	2
6	5	4
7	5	2
8	5	3
9	4	2
10	4	4

11	4	4
12	5	3

Let's summarize the results of the performance rating in one chart:

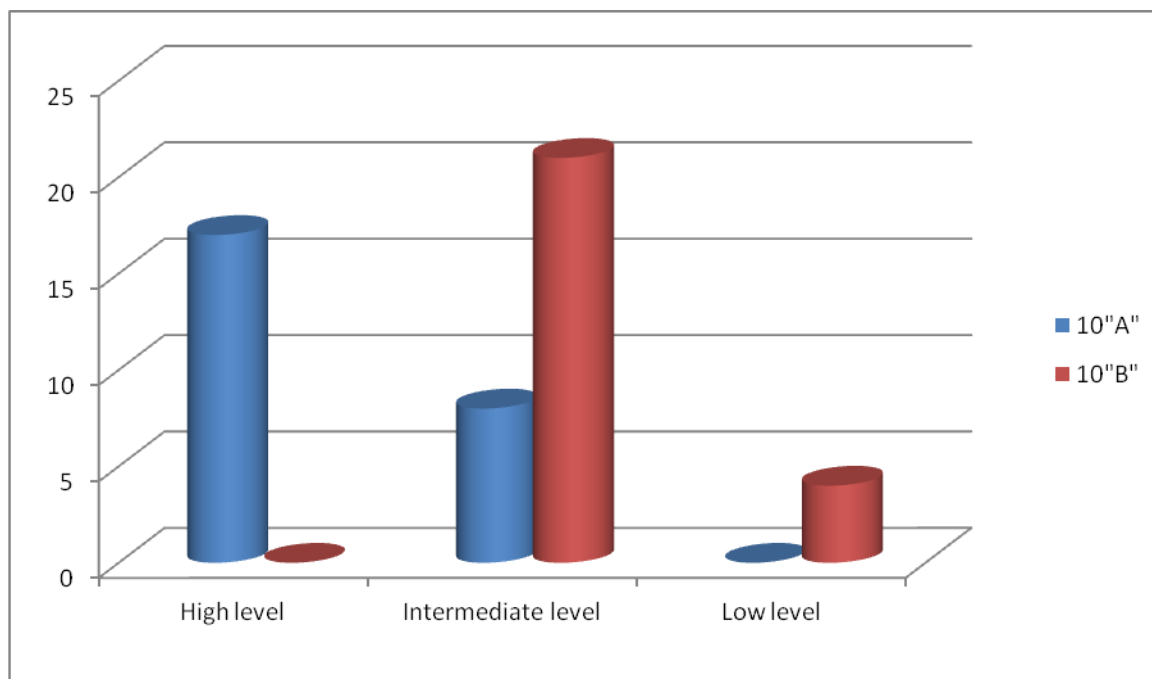


Figure 4. Results of the student performance rating

According to the data obtained during the repeated study of grammatical knowledge, it can be seen that the use of the “Learning English grammar tenses” mobile application for learning grammar in English lessons contributed to a better assimilation of the topic, in contrast to the students of the 10th "B" class, who were engaged in English lessons without using mobile applications.

That is, the students of the 10th "A" class received more high marks during the week than the students of the 10th "B" class. These results indicate a high level of grammatical knowledge of students in English, as well as cognitive activity after working with the use of the “Learning English grammar tenses” mobile app in English lessons.

We will check this conclusion using the Student's test and determine whether there are significant differences between the results of the two classes. Result: $TEM = 6.1$

Critical values

t_{kp}	
$p \leq 0.05$	$p \leq 0.01$
2.01	2.68

Empirical t value of (6.1) is in the area of significance that confirms the correctness of the conclusion that the level of grammatical knowledge of students of the 10"A" class after lessons using games has become a much higher level of knowledge of students 10 "B" class and level of cognitive interest increased.

Is confirmed we put forward the hypothesis that the use of mobile apps “Learning English grammar tenses” in the English language promotes cognitive interest of students to study English grammar.

Let's test this hypothesis with another method. We will correlate the results of the first and third stages of the study in each class and identify how much the students' knowledge in each class increased, and which teaching method was more effective.

First, we will summarize the results of the two classes by stages in one table.

Table 4 - Results of students

knowledge of the ascertaining and control stages

№ the student	10 "A" class	10 "B" class
---------------	--------------	--------------

	I stage	III stage	I stage	III stage
1	2	4	3	3
2	2	5	3	3
3	3	5	3	4
4	3	5	3	2
5	3	5	3	2
6	3	5	4	4
7	3	5	3	2
8	3	5	3	3
9	3	4	3	2
10	4	4	4	4
11	3	4	3	4
12	3	5	2	3

According to the table, it can be seen that in the 10th "A" class, grammatical knowledge has changed significantly, and students have mastered the grammar of the English language after using the mobile app.

But the students of the 10th "B" class, engaged in the traditional system, the level of grammatical knowledge remained almost at the same level.

Now, using the Student's criterion, we will check the correctness and reliability of the conclusion made. First, let's check that the results of the 10 "B" class have improved, but only slightly. Result: TEM = 2.3

Critical values

t_{kp}	
$p \leq 0.05$	$p \leq 0.01$
2.01	2.68

The obtained empirical value of t (2.3) is in the zone of uncertainty, which indicates that the grammatical values of the students have improved, but very slightly, i.e. they have practically remained at the same level.

Now let's compare the results of grammatical knowledge of students in class 10 "A", obtained before and after the application of the conversation method. Result: $TEM = 12.1$

Critical values

t_{kp}	
$p \leq 0.05$	$p \leq 0.01$
2.01	2.68

The obtained empirical value of t (12.1) is in the zone of significance, which confirms the correctness of the conclusion that the level of grammatical knowledge of students in class 10 "A" after conducting English lessons with the use of games has become much higher.

As a result of the conducted pedagogical experiment, the following conclusions were made:

1. At the first stage, the analysis of the study of grammatical knowledge of the English language in two tenth grades was carried out. As a result, it was revealed that in two classes,

students have a predominant average and low level of grammatical knowledge and cognitive activity.

2. At the second stage of the study, a set of lessons was developed and tested using the “Learning English grammar tenses” application for learning English grammar, which was conducted with students of the 10th "A" class.

When developing the application, the structure, architecture of the program and the progress of its work were determined. As a result of research and analysis, the optimal means for the implementation of the software product were selected, which would fully fulfill the task.

The application is implemented with the following functionality:

- The ability to log in and register the user;
- Ability to choose the type of game;
- Implementation of a call between clients;
- The ability to top up the user's balance;
- Ability to choose a picture in one of the types of games;
- Drawing of heroes and locations;
- Conducted tests for compliance with the established requirements

3. At the third stage of the study, a repeated diagnosis of grammatical knowledge of the English language was carried out.

As a result, it was revealed that the students of the 10th "A" class had significantly improved their grammatical knowledge and the level of cognitive interest became higher, which was confirmed by the Student's criterion. The grammatical knowledge of the students of the 10th "B" class, who were engaged without the use of mobile applications in English lessons, improved, but slightly, which was also confirmed by the Student's criterion.

4. Thus, we have proved that the use of the “Learning English grammar tenses” mobile app in English lessons in the 10th grade, contributes to the activation of cognitive activity and increase the level of grammatical knowledge. That is, we have confirmed and statistically verified the proposed hypothesis.

CHAPTER 5

Conclusion

In the research, the process of learning a foreign language has always been a complex system of forming the skills necessary for the education and development of the young generation, capable of communicating with representatives of other cultures.

It is very difficult to master grammar skills in a foreign language without practice. The problems that the teacher fixes when working in the classroom are most often associated with the difficulties of students in constructing correct and sentences, using grammar tenses correctly, insufficiently developed skills to conduct a discussion, express their opinion, argue a point of view, that is, all the problems that arise in students when generating grammar skills.

Therefore, an important task in teaching a foreign language is the formation of grammar skills in artificially created and more practices in the classroom. In this regard, recently there has been an active search for effective means and methods of training grammar skills.

It is theoretically justified and practically proved that teaching grammar skills is not only written language. Thus, speaking language is necessary, which acts as a means of communication, through which information is obtained during listening, information is transmitted during utterance, information is exchanged during conversation, has a greater effect in combination with the use of various Mobile App.

The combination of words and visualizations is one of the most common phenomena in modern teaching practice. Learning tasks are solved more successfully when the use of language is based on the students ' direct perception of objects, processes and their images.

In this research we have shown that developing students' grammar using "Learning English grammar tenses" is effective and can be used at schools

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