

Торайғыров университетінің  
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ  
Торайғыров университета

---

# Торайғыров университетінің ХАБАРШЫСЫ

Педагогикалық сериясы  
1997 жылдан бастап шығады



## ВЕСТНИК ТОРАЙГЫРОВ УНИВЕРСИТЕТА

Педагогическая серия  
Издается с 1997 года

ISSN 2710-2661

---

№ 3 (2026)

Павлодар

**НАУЧНЫЙ ЖУРНАЛ**  
**Торайгыров университета**

**Педагогическая серия**  
выходит 4 раза в год

---

**СВИДЕТЕЛЬСТВО**

о постановке на переучет периодического печатного издания,  
информационного агентства и сетевого издания

№ KZ03VPY00029269

выдано

Министерством информации и коммуникаций  
Республики Казахстан

**Тематическая направленность**

публикация материалов в области педагогики,  
психологии и методики преподавания

**Подписной индекс – 76137**

<https://doi.org/10.48081/BTOUP3.2026/ISSN2710-2661>

---

**Бас редакторы – главный редактор**

Тулекова Г. М.

*доктор PhD, профессор*

Заместитель главного редактора

Жуматаева Е., *д.п.н., профессор*

Ответственный секретарь

Попандопуло А. С., *доктор PhD, профессор*

**Редакция алқасы – Редакционная коллегия**

Мағауова А. С.,

*д.п.н., профессор*

Бекмағамбетова Р. К.,

*д.п.н., профессор*

Самекин А. С.,

*доктор PhD, ассоц. профессор*

Син Куэн Фунг Кеннет,

*д.п.н., профессор (Китай)*

Желвис Римантас,

*д.п.н., к.псих.н., профессор (Литва)*

Авагян А. В.,

*д.п.н., ассоц. профессор (Армения)*

Томас Чех,

*д.п.н., доцент п.н. (Чешская Республика)*

Искакова З. С.

*технический редактор*

---

За достоверность материалов и рекламы ответственность несут авторы и рекламодатели

Редакция оставляет за собой право на отклонение материалов

При использовании материалов журнала ссылка на «Вестник Торайгыров университета» обязательна

**\*Zh. Sh. Yeginbayeva<sup>1</sup>, N. Yu. Pigovayeva<sup>2</sup>,  
A. Yu. Khaimuldina<sup>3</sup>, S. T. Kargin<sup>4</sup>**

<sup>1,2,3</sup>Toraighyrov University,

Republic of Kazakhstan, Pavlodar;

<sup>4</sup>Karaganda National Research University

named after Academician E. A. Buketov,

Republic of Kazakhstan, Karaganda.

<sup>1</sup>ORCID: <https://orcid.org/0009-0001-9318-0068>

<sup>2</sup>ORCID: <https://orcid.org/0000-0002-7533-2849>

<sup>3</sup>ORCID: <https://orcid.org/0000-0001-8683-2358>

<sup>4</sup>ORCID: <https://orcid.org/0000-0002-5698-1907>

\*e-mail: [zhanara.86.86@mail.ru](mailto:zhanara.86.86@mail.ru)

## **THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING ENGLISH**

*This article examines the pedagogical use of ICT in a 5th-grade English lesson on the topic Professions. The lesson was designed in accordance with curriculum objectives and various digital tools were used in the lesson to promote vocabulary acquisition, reading comprehension, and listening skills. The study implemented one-group experimental design, with 15 students from Secondary School No.39 of innovative type with gymnasium classes of Pavlodar. Tests from the British council site were for data analysis to determine whether the students' vocabulary, listening, writing, reading skills improved. Students' classroom participation was also observed. The analysis showed positive changes in several language skills. Learners used new vocabulary more confidently, demonstrated better understanding of reading and listening tasks and took a more active role in classroom discussions. The findings support the value of ICT as a practical resource for improving English language teaching at school.*

*Keywords: ICT, English teaching, 5th grade, digital tools, motivation, pre-test, post-test.*

## Introduction

In the 21st century, digital technologies play a significant role in educational modernization. The President of the Republic of Kazakhstan emphasized this issue in his speech at the plenary session of the August Conference of Teachers on August 15, 2025. In this regard, it is important to accelerate the digital transformation of the education [1, p.1].

Integration of information and communication technologies supports learner-centered approaches, encourages collaboration, and facilitates access to authentic learning resources. According to Eka Noviyanti, Oei Stefani, Songidah, Umi Kulsum the effective use of ICT enhances student motivation, creativity, and communicative interaction [2, p.11]. The ecological framework of ICT integration in Kazakhstani schools shows that digital pedagogy strengthens both communicative and cognitive competencies [3, p.1].

Recent studies demonstrate that information and communication technologies positively influence language learning by increasing interactivity, improving visualization and expanding access to digital learning resources. Babazade, Yasin highlights that digital tools contribute to more effective vocabulary retention and pronunciation, mainly through repeated practice and the use of audio-visual resources. [4, p. 36]. Permatasari, Hani & Nurulia, Aulin & Putri, Cantika & Rohayati, Dedeh & Tugiwati, Lilis found that Quizlet increased vocabulary mastery among secondary-school learners by combining gamified repetition with immediate feedback [5, p. 48].

Other studies emphasize the motivational and collaborative benefits of platforms such as Padlet and Wordwall. For example, Sugiarni, Tahrin, Masagus demonstrated in their research that integrating Padlet with process writing techniques significantly enhances students' writing achievement. Padlet provides a collaborative platform for peer interaction and feedback. This allows students to share ideas, engage in discussions by giving constructive feedbacks, and comment that deepen their understanding of writing [6, p. 380]. Wordwall, according to Rubykania, Rury & Hidayat, Sholeh & Rusdiyani, Isti, encourages students' participation, makes the learning process more engaging, and helps learners remember new vocabulary through interactive tasks [7, p. 116].

As stated by Titin Wandari, Frida Unsiah and Rafidah Sahar, Wordwall.net is an effective tool for learning English vocabulary. It combines elements of education and entertainment, which increases students' engagement and improves learning outcomes [8, p. 954].

According to Aida Aubakirova modern technologies support positive attitudes toward literature and language learning, which contributes to an improved overall experience and greater competence in acquiring new terms [9, p. 204].

Kazakh scientists Bakytzhan Zhankina, Ekaterina Kostina, Bakhytgul Zhetpishbayeva, Sergali Kargin highlight that digital technologies play a crucial role in developing learner autonomy. They provide a more active and adaptive environment for creating and sharing knowledge, thereby supporting the effective organization and enhancement of autonomous learning [10, p. 132].

### Materials and methods

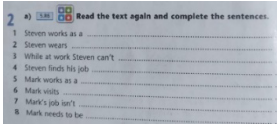
The 5th-grade lesson titled «Professions» was designed following the English curriculum's learning objectives [11, p. 1].

Lesson objectives are:

- understand the main ideas of listening exercises about professions.
- use new vocabulary in context while describing different jobs.
- identify specific information from short texts about professions.

Table 1 – Short-term planning of a lesson for a 5th-grade

|                                  |                                                                                                                                                                                                                                                                                |                                         |                       |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------|
| <b>LESSON 39</b>                 |                                                                                                                                                                                                                                                                                | <b>School: 39</b>                       |                       |
| <b>Unit 4: The world of work</b> |                                                                                                                                                                                                                                                                                |                                         |                       |
| <b>Date: 3/12</b>                |                                                                                                                                                                                                                                                                                | <b>Teacher name: Yeginbayeva Zh.Sh.</b> |                       |
| <b>Grade: 5G</b>                 |                                                                                                                                                                                                                                                                                | <b>Number present:</b>                  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>      | <b>Professions</b>                                                                                                                                                                                                                                                             |                                         |                       |
| Lesson objectives                | <ul style="list-style-type: none"> <li>– understand the main ideas of listening exercises about professions.</li> <li>– use new vocabulary in context while describing different jobs.</li> <li>– identify specific information from short texts about professions.</li> </ul> |                                         |                       |
| Criteria                         | Learner can: <ul style="list-style-type: none"> <li>– understand sequence of supported classroom instructions</li> <li>– use present continuous forms with future and present meanings</li> </ul>                                                                              |                                         |                       |
| Previous learning                | Revision unit 3                                                                                                                                                                                                                                                                |                                         |                       |

|                    |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                        |                   |                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Beginning<br>5 min | <p>ORG. MOMENT</p> <ul style="list-style-type: none"> <li>- Greeting.</li> <li>Warm up.</li> <li>It's time to think</li> <li>It's time to speak</li> <li>It's time to show</li> <li>Ready, steady, go</li> <li>Checking homework</li> </ul>                                                                                                      | Learners answer the questions                                                                                                                                                                                                                                          | Verbal evaluation | <a href="https://word-wall.net/resource/82954336">https://word-wall.net/resource/82954336</a>                                                                                                                                                                                                                                                                         |
| Middle<br>30 min   | <p>PRESENTATION</p> <p>Defining theme of the lesson via looking at pictures.</p> <p>Presenting new words</p> <p>Giving the tasks</p> <p>Task 1. P.45 ex.2 matching the sentences to the pictures.</p>                                                           | <p>Learners look at their own photos in the future and define the theme of the lesson.</p> <p>Learners match the sentences to the pictures.</p>                                                                                                                        | Mutual evaluation | Group evaluation                                                                                                                                                                                                                                                                                                                                                      |
|                    | <p>Task 2.</p> <p>P.46 ex.2 completing the sentences through watching the video and reading the text.</p>  <p>Physical activity</p> <p>Task 3.</p> <p>P.47 ex.3 matching the given words to the professions.</p> <p>Doing the task on the given resource.</p> | <p>Learners complete the sentences through watching the video and reading the text.</p> <p>Learners match the given words to the professions.</p> <p>Learners do the task on Educaplay.kahoo</p> <p>Learners make up presentations about their future professions.</p> | Mutual evaluation | <p>Group evaluation</p> <p><a href="https://www.youtube.com/watch?v=qbuN-QPUbBdI">https://www.youtube.com/watch?v=qbuN-QPUbBdI</a></p> <p><a href="https://www.educaplay.com/learning-resources/21650720-world_of_work.html">https://www.educaplay.com/learning-resources/21650720-world_of_work.html</a></p> <p><a href="http://www.kahoot.kz">www.kahoot.kz</a></p> |

|              |                                                                                                                                                                                                                                                                           |                        |                 |                                                                                       |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------|---------------------------------------------------------------------------------------|
|              | Task 4.<br>Telling to the class future jobs () using learned words.                                                                                                                                                                                                       |                        |                 |                                                                                       |
| End<br>5 min | Reflection.<br>At the end of the lesson teacher gives the link to Mentimeter where the students reflect on:<br>- what they learned<br>- what remained unclear for them<br>- what they need to continue working<br>Home task: p.47 ex.5, learn new words<br>Saying goodbye | Learners do reflection | Self-assessment | <a href="https://www.menti.com/al-vu9mdb-1kw">https://www.menti.com/al-vu9mdb-1kw</a> |

While this article focuses on one illustrative lesson, similar methods were applied across multiple topics during the study, demonstrating the consistent effectiveness of information and communication technologies integration in achieving English language learning objectives.

Pre and post-test assessments were conducted to measure the impact of ICT tools on students' performance. The lesson "Profession" is an example to demonstrate how ICT-supported activities contribute to achieve learning objectives.

The goal of this study is to determine the role of information and communication technologies in realization of objectives in teaching of English in a 5th grade.

To achieve this goal the following objectives were set:

1 to conduct a theoretical review of studies on the use of ICT in teaching English;

2 to analyze the role of ICT in achieving the objectives of English lessons in high school;

3 to carry out experimental observation and monitoring of students' performance in lessons with ICT integration.

The research focused on fifth-grade students at a secondary school 39 in Pavlodar. The group consisted of 15 students. This stage of education is considered important, as

students from primary school. At this stage, learners expand their vocabulary, improve grammar knowledge and form stable learning skills.

This study utilized a quantitative approach with the experimental research method. The type of research used in this study is a pre-experimental design known as the one group pre-test-post-test. The questions for the tests were taken from British council site.

### Results and Discussion

The results of pre-test and post-test are shown below (Table 2).

Table 2 – Paired Samples Statistics

|                  | <b>N</b> | <b>Minimum</b> | <b>Maximum</b> | <b>Mean</b> | <b>Std.deviation</b> |
|------------------|----------|----------------|----------------|-------------|----------------------|
| <b>Pretest</b>   | 15       | 30             | 60             | 42          | 9,5                  |
| <b>Post-test</b> | 15       | 30             | 60             | 50          | 8,7                  |

Table 3 – Paired Samples t-test

| <b>Variable</b>   | <b>Mean difference</b> | <b>t</b> | <b>df</b> | <b>Sig. (p)</b> |
|-------------------|------------------------|----------|-----------|-----------------|
| Pretest-Post-test | -8                     | -3,10    | 14        | 0,008           |

$p < 0,05$  indicates statistically significant difference

To determine whether the use of ICT tools had a significant effect on students' learning outcomes, a paired samples Student's t-test was used. The findings indicated that the average pre-test score was 42 ( $SD=9,5$ ), whereas the average post-test score rose to 50 ( $SD=8,7$ ). Statistical analysis demonstrated a significant difference between the pre-test and post-test results ( $t=-3,10$ ,  $df=14$ ,  $p=0,008$ ) (Table 3).

The increase in test scores indicates that ICT-based activities supported vocabulary development, improved listening comprehension and led to active participation of learners during lessons.

We made a questionnaire in order to determine attitudes of students toward the use of information and communication technologies, which consisted of 5 questions.

1 Do you like playing online games on the lessons?

Yes

No

I don't know

2 Do videos and online exercises help you in practicing English?

Yes

Sometimes

No

- 3 Which platforms do you like most?
  - a) Kahoot
  - b) Educaplay
  - c) Wordwall
- 4 Which activity helps you remember English words better?
  - a) Writing in your copybook
  - b) Playing online games or quizzes
  - c) Practicing at the board
- 5 What are the advantages of online games for learning English?
  - a) They make learning more interesting
  - b) They help remember vocabulary and grammar better
  - c) They give immediate feedback on mistakes

The results of the questionnaire showed that the majority of students have a positive attitude toward the use of information and communication technologies in the learning process.

In response to the question, «Do you like playing online games on the lessons? 100 % of students have answered «Yes». Regarding the «Do videos and online exercises help you in practicing English?», 87 % of the respondents have answered «Yes», while 13 % have answered «Sometimes». The next question is «Which platforms do you like most?», 73 % of the surveyed students have answered «Kahoot», 17 % answered «Educaplay», 10 % replied «Wordwall». «Which activity helps you remember English words better?» 80 % of respondents answered «Playing online games or quizzes», 20 % think that writing in their copybooks helps remember English words better. To the question «What are the advantages of online games for learning English?», 93 % answered «They make learning more interesting», 7 % replied «Give immediate feedback on mistakes» (Figure 1).

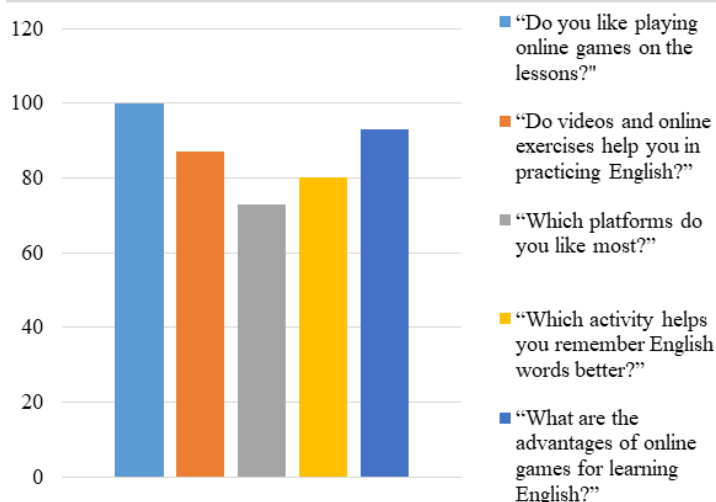


Figure 1 – The results of a questionnaire among students

The practical experience described in this study shows that integrating information and communication technologies into teaching English creates effective pedagogical conditions for achieving learning outcomes. The use of digital tools not only improves language competence of students but also enhances their motivation, independence, engagement and ability to work collaboratively.

A key practical result of ICT application is the noticeable increase in students' motivation to learn English. Interactive digital platforms match learners' everyday digital habits and interests, which makes the learning process more meaningful. Game-based elements, multimedia resources and interactive exercises encourage active participation and lead to a positive attitude to learning. The results of the study indicated that students were more involved in ICT-based lessons and preferred digital activities compared to traditional teaching approaches.

Another important outcome is the improvement of vocabulary learning processes. Digital exercises such as quizzes, matching tasks and visual support help students to better understand, memorize new lexical units. Platforms like Wordwall, Educaplay give opportunities for repeated practice, feedback and individualized tasks. This allows teachers to implement differentiated instruction effectively.

ICT tools also contribute to the development of listening skills, including educational videos, teach learners to various accents, pronunciation styles and cultural contexts. Resources such as YouTube help students develop listening skills in realistic communicative situations while increasing their interest and engagement.

Digital technologies support formative assessment in English language teaching. Platforms such as Kahoot provide immediate feedback and allow teachers to see students' progress in real time. Interactive assessment reduces learners' anxiety and create a more comfortable and supportive classroom atmosphere.

ICT-integration also strengthens learner-centered instruction. Students take an active role in the learning process. Collaborative tasks, project work and interactive activities promote communication skills, critical thinking and teamwork that are essential competencies in modern education.

The practical findings confirm that ICT integration effectively supports the achievement of curriculum goals in English language education. Digital tools boost the development of all key language skills – vocabulary, listening, speaking and reflection, while increasing motivation.

### **Conclusions**

This study shows the value of using information and communication technologies in English language teaching. The 5th-grade lesson “Professions” demonstrates that digital tools (e.g. Wordwall, Youtube, Educaplay, Kahoot, Mentimeter) effectively support learning objectives. The comparison of pre-test and post-test results showed measureable improvement in students' academic performance while questionnaire data revealed a strong positive attitude to technology-supported learning. The results indicate that ICT creates more interactive learning conditions and increases students' motivation, which directly contributes to achieving curriculum objectives in English language teaching.

Based on the practical results of the study, we propose several pedagogical recommendations. First, English teachers should systematically integrate digital exercises at different stages of the lesson. For example, platforms such as Wordwall and Educaplay can be effectively used during vocabulary presentation stage, while Kahoot can serve as an instrument for formative assessment and feedback.

Second, teachers should design lessons in which ICT tools are selected according to specific learning objectives. Digital technologies should become part of purposeful pedagogical planning aimed at developing listening, speaking, reading and vocabulary skills.

Another important recommendation concerns differentiated instruction. Teachers can use digital platforms to create tasks with different levels of complexity, allowing stronger students to work independently while providing additional support for students who experience learning difficulties.

ICT-based reflection and assessment tools should be incorporated more consistently. Platforms such as Mentimeter can be used at the end of the lessons to identify students' difficulties, collect feedback and help teachers plan future lessons based on student's responses.

The study demonstrates that effective ICT integration requires not only technical resources but also thoughtful pedagogical planning, methodological support and continuous teacher training. In the context of ongoing educational modernization in Kazakhstan, the systematic implementation of digital technologies may become an important factor in improving the quality of English language teaching and increasing students' learning outcomes.

## References

1 Выступление Главы государства Касым-Жомарта Токаева на пленарном заседании Августовской конференции на тему «Білім келешегі : адал азамат кәсіби маман». [Электронный ресурс]. – URL: <https://www.akorda.kz/>.

2 **Noviyanti, E., Stefani, O., Songidah, Kulsum, U.** (2025). ICT's Benefits and Challenges in EFL Classroom: A Systematic Review of the Literature from 2017 to 2023 [Text] // Proceedings Series on Social Sciences & Humanities. – №21. – 2025. – P.7–19. <https://doi.org/10.30595/pssh.v21i.1503>.

3 **Nogaibayeva, A., Yersultanova, G., Tas, M., Ozkan, A., Yildiztas, A.** The Ecological Framework of ICT Used in Teaching and Learning: A Case Study in Kazakhstan [Text] // Forum for Linguistic Studies. – 2024. – № 6. – P. 863–875. – <https://doi.org/10.30564/fls.v6i6.7234>.

4 **Babazade, Ya.** The Impact of Digital Tools on Vocabulary Development in Second Language Learning [Text] // Journal of Azerbaijan Language and Education Studies. – 2024. – №1. P.35–41. – <https://doi.org/10.69760/jales.2024.00103>.

5 **Permatasari, H., Nurulia, A., Putri, C., Rohayati, D., Tugiwati, L.** Enhancing EFL Learners' Vocabulary Mastery through Quizlet: A Classroom Action Research Study [Text] // AJARCDE (Asian Journal of Applied Research for Community Development and Empowerment). – 2025. – № 9. – P. 47–52. – <https://doi.org/10.29165/ajarcde.v9i2.649>.

6 **Rosmayanti, V., Asrifan, A., Cardoso, L.** Exploring the Use of Padlet in English Language Learning : Students' Perception [Text] // EDULEC: Education, Language, and Culture Journal. – 2025. – №5. P.43–55. – <https://doi.org/10.56314/edulec.v5i1.301>.

7 **Rubykania, R., Hidayat, Sh., Rusdiyani, I.** Enhancing Vocabulary Mastery and Motivation Using Wordwall Games: Implications for Junior High Education [Text] // Tarbawi : Jurnal Keilmuan Manajemen Pendidikan. – 2025. – №11. P.111–120. – <https://doi.org/10.32678/tarbawi.v11i01.11015>.

8 **Wandari, T., Unsiyah, F., Sahar, R.** Utilizing Wordwall.Net on the Improvement of Students' Vocabulary Mastery: An ICT-Based Lesson [Text] //

Journal of Languages and Language Teaching. – 2024. – №12. P.952. – <https://doi.org/10.33394/joltt.v12i2.10754>.

9 **Aubakirova, A., Kurmanbayuly, Sh., Akhmetova, T., Smailova, K., Koshanova, Zh., Bayekina, N.** The Effect of the Use of Contemporary Technologies on Teaching New Terms in Literature [Text] // Journal of Social Studies Education Research. – 2024. – №15 (1), – P.187–211

10 **Zhankina, B., Kostina, E., Zhetpisbayeva, B., Kargin, S.** Basic factors of developing learner autonomy in foreign language education (with the main focus on Kazakhstan) [Text] // Science for Education Today. – 2019. – №9 (2) – P. 26–139. – <https://doi.org/10.15293/2658-6762.1902.09>.

11 Типовая учебная программа по учебному предмету «Английский язык» для 5-9 классов уровня основного среднего образования по обновленному содержанию. <https://adilet.zan.kz>

## References

1 Vystuplenie Glavy gosudarstva Kassym-Zhomarta Tokaeva na plenarnom zasedanii Avgustovskoy konferentsii na temu «Bilim keleshegi: adal azamat, kasibi maman». [Speech by Head of State Kassym-Jomart Tokayev at the plenary session of the August conference on the theme «The Future of education: honest citizen, professional»]. [Electronic resource]. – URL: <https://www.akorda.kz/>.

2 **Noviyanti, E., Stefani, O., Songidah, Kulsum, U.** (2025). ICT's Benefits and Challenges in EFL Classroom: A Systematic Review of the Literature from 2017 to 2023 [Text] // Proceedings Series on Social Sciences & Humanities. – №21. – 2025. – P. 7–19. – <https://doi.org/10.30595/pssh.v21i.1503>.

3 **Nogaibayeva, A., Yersultanova, G., Tas, M., Ozkan, A., Yildiztas, A.** The Ecological Framework of ICT Used in Teaching and Learning: A Case Study in Kazakhstan [Text] // Forum for Linguistic Studies. – 2024. – № 6. – 863–875. – <https://doi.org/10.30564/fls.v6i6.7234>.

4 **Babazade, Ya.** The Impact of Digital Tools on Vocabulary Development in Second Language Learning [Text] // Journal of Azerbaijan Language and Education Studies. – 2024. – № 1. – P. 35–41. – <https://doi.org/10.69760/jales.2024.00103>.

5 **Permatasari, H., Nurulia, A., Putri, C., Rohayati, D., Tugiwati, L.** Enhancing EFL Learners' Vocabulary Mastery through Quizlet: A Classroom Action Research Study [Text] // AJARCDE (Asian Journal of Applied Research for Community Development and Empowerment). – 2025. – №9. P.47–52. – <https://doi.org/10.29165/ajarcde.v9i2.649>.

6 **Rosmayanti, V., Asrifan, A., Cardoso, L.** Exploring the Use of Padlet in English Language Learning: Students' Perception [Text] // EDULEC: Education, Language, and Culture Journal. – 2025. – № 5. – P. 43–55. – <https://doi.org/10.56314/edulec.v5i1.301>.

7 **Rubykania, R., Hidayat, Sh., Rusdiyani, I.** Enhancing Vocabulary Mastery and Motivation Using Wordwall Games: Implications for Junior High Education [Text] // Tarbawi: Jurnal Keilmuan Manajemen Pendidikan. – 2025. – №11. – P.111–120. URL: [10.32678/tarbawi.v11i01.11015](https://doi.org/10.32678/tarbawi.v11i01.11015).

8. Wandari, T., Unsiyah, F., Sahar, R. Utilizing Wordwall.Net on the Improvement of Students' Vocabulary Mastery: An ICT-Based Lesson [Text] // Journal of Languages and Language Teaching. – 2024. – №12. – P.952. – <https://doi.org/10.33394/joltt.v12i2.10754>.

9 **Aubakirova, A., Kurmanbayuly, Sh., Akhmetova, T., Smailova, K., Koshanova, Zh., Bayekina, N.** The Effect of the Use of Contemporary Technologies on Teaching New Terms in Literature [Text] // Journal of Social Studies Education Research. – 2024. – №15 (1), – P.187–211.

10 **Zhankina, B., Kostina, E., Zhetpishbayeva, B., Kargin, S.** Basic factors of developing learner autonomy in foreign language education (with the main focus on Kazakhstan) [Text] // Science for Education Today. – 2019. – №9 (2) – P. 26–139. – <https://doi.org/10.15293/2658-6762.1902.09>.

11 Tipovaya uchebnaya programma po uchebnomu predmetu «Angliyskiy yazyk» dlya 5-9 klassov urovnya osnovnogo srednego obrazovaniya po obnovlennomu sodержaniyu [Standard Educational Curriculum for the Subject «English Language» for Grades 5–9 of the Basic Secondary Education Level]. [Electronic resource] – URL: <https://adilet.zan.kz>

Received 05.06.26.

Received in revised form 28.07.26.

Accepted for publication 03.08.26.

\*Ж. Ш. Егінбаева<sup>1</sup>, Н. Ю. Пиговаева<sup>2</sup>,

А. Ю. Хаймулдина<sup>3</sup>, С. Т. Каргин<sup>4</sup>

<sup>1,2,3</sup>Торайғыров университеті,  
Қазақстан Республикасы, Павлодар қ.;

<sup>4</sup>Академик Е. А. Бөкетов атындағы  
Қарағанды ұлттық зерттеу университеті  
Қазақстан Республикасы, Павлодар қ.

05.06.26 ж. баспаға түсті.

28.07.26 ж. түзетулерімен түсті.

03.08.26 ж. басып шығаруға қабылданды.

## **АҒЫЛШЫН ТІЛІН ОҚЫТУДА АҚПАРАТТЫҚ- КОММУНИКАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ**

*Бұл мақалада 5-сыныптың «Мамандықтар» тақырыбы бойынша ағылшын тілі сабағында ақпараттық-коммуникациялық технологияларды (АКТ) педагогикалық тұрғыдан қолдану қарастырылады. Сабақ оқу бағдарламасының мақсаттарына сәйкес әзірленіп, сөздік қорды дамытуға, оқылым және тыңдалым дағдыларын жетілдіруге бағытталған түрлі цифрлық құралдар пайдаланылды. Зерттеу бір эксперименттік топ негізінде жүргізілді. Зерттеуге Павлодар қаласындағы № 39 инновациялық үлгідегі гимназиялық сыныптары бар жалпы орта білім беру мектебінің 15 оқушысы қатысты. Деректерді талдау үшін British Council сайтының материалдары негізінде дайындалған тапсырмалар қолданылып, олардың көмегімен оқушылардың сөздік қорының, тыңдалым, оқылым және жазылым дағдыларының даму деңгейі бағаланды. Сонымен қатар, сабақ барысында оқушылардың оқу үдерісіне қатысу белсенділігі бақылауға алынды. Зерттеу нәтижелері бірнеше тілдік дағдылар бойынша оң өзгерістерді көрсетті. Оқушылар жаңа сөздерді сенімдірек қолдана бастады, оқылым мен тыңдалым тапсырмаларын жақсырақ орындады және сыныптағы талқылауларға белсендірек қатысты. Алынған нәтижелер АКТ-ны қолдану мектепте ағылшын тілін оқытудың тиімділігін арттыруға мүмкіндік беретін практикалық құрал екенін көрсетеді.*

*Кілтті сөздер: АКТ, ағылшын тілін оқыту, 5-сынып, цифрлық құралдар, мотивация, алдын ала тест, қорытынды тест.*

*\*Ж. Ш.Егинбаева<sup>1</sup>, Н. Ю. Пиговаева<sup>2</sup>,*

*А. Ю. Хаймұлдина<sup>3</sup>, С. Т. Каргин<sup>4</sup>,*

*<sup>1,2,3</sup>Торайғыров университет,*

*Республика Казахстан, г. Павлодар;*

*<sup>4</sup>Карагандинский национальный исследовательский университет  
имени академика Е. А. Букетова*

*Республика Казахстан, г. Павлодар.*

*Поступило в редакцию 05.06.26.*

*Поступило с исправлениями 28.07.26.*

*Принято в печать 03.08.26.*

## **ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ**

*В данной статье рассматривается педагогическое использование информационно-коммуникационных технологий (ИКТ) на уроке английского языка в 5 классе по теме «Профессии». Урок был разработан в соответствии с целями учебной программы, при этом были использованы различные цифровые инструменты для развития словарного запаса, навыков чтения и аудирования. Исследование проводилось с применением экспериментального дизайна с одной группой, в котором приняли 15 учащихся Средней общеобразовательной школы инновационного типа с гимназическими классами № 39 города Павлодара. Для анализа были использованы задания, разработанные на основе материалов сайта British Council, что позволило определить, улучшились ли словарный запас учащихся, а также их навыки аудирования, чтения и письма. Кроме того, в ходе исследования проводилось наблюдение за участием учащихся в учебном процессе. Анализ результатов показал положительные изменения в развитии нескольких языковых навыков. Учащиеся стали увереннее использовать новую лексику, лучше справлялись с заданиями по чтению и аудированию и проявляли более высокую активность во время обсуждений на уроке. Полученные результаты подтверждают, что использование ИКТ является эффективным средством повышения качества обучения английскому языку в школе.*

*Ключевые слова: ИКТ, преподавание английского языка, 5-ый класс, цифровые инструменты, мотивация, входной тест, заключительный тест.*

Теруге 03.08.2026 ж. жіберілді. Басуға 14.09.2026 ж. қол қойылды.

Электронды баспа

6,45 МБ

Шартты баспа табағы 49,9

Компьютерде беттеген З. Ж. Шокубаева

Корректорлар: А. Р. Омарова, Д. А. Қожас

Тапсырыс № 4597

Сдано в набор 03.08.2026 г. Подписано в печать 14.09.2026 г.

Электронное издание

6,45 МБ, Усл.п.л. 49,9.

Компьютерная верстка З. Ж. Шокубаева

Корректоры: А. Р. Омарова, Д. А. Қожас

Заказ № 4597

«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 133 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 133 каб.

8 (7182) 67-36-69

e-mail: [kereku@tou.edu.kz](mailto:kereku@tou.edu.kz)

[www.pedagogic-vestnik.tou.edu.kz](http://www.pedagogic-vestnik.tou.edu.kz)