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ENGLISH TEACHERS' PERCEPTIONS TOWARDS USING DIGITAL LEARNING TOOLS IN TEACHING VOCABULARY

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Abstract. In recent years, digital technologies have become an integral part of people's daily lives. In addition, the rapid development of digital technologies has significantly influenced the teaching process of English as a foreign language. This article examines the effectiveness of digital learning tools for teaching vocabulary in EFL classrooms. The study aims to identify English teachers' perceptions towards the use of digital learning tools for teaching vocabulary at the basic stage of secondary schools. The relevance of the research topic is determined by the growing role of digital technologies as a means of enhancing the effectiveness of the educational process and ensuring access to education. The study employed qualitative, quantitative, and descriptive research methods using a questionnaire administered to EFL teachers. The survey examined the types of digital learning tools used during lessons, frequency of their integration, perceived impact on student engagement and vocabulary acquisition, assessment practices, and challenges encountered during implementation. The findings show that tools such as Quizlet, Quizizz, Wordwall, and Kahoot are widely used because of their easy use, interactive features, and ability to support repetition and reinforcement. The teachers who participated in the research reported increased student participation during the lessons, higher motivation, and improved vocabulary retention when digital tools were integrated purposefully into lessons. The study provides valuable pedagogical insights by evaluating the impact of digital learning tools on students' vocabulary acquisition. The results of the research can guide English language teachers at secondary schools on the strategic use of digital learning tools to enhance students' vocabulary development and offer insights to future research on effective technology integration in foreign language education.

Keywords: foreign language education, teaching English, digital technologies, digital learning tools, vocabulary, English as a foreign language, vocabulary acquisition, teachers' perceptions

Introduction

In recent years, numerous innovations have been made in the field of

educational technologies. One of them is the invention of digital learning tools, which have gained significant importance in teaching English as a foreign language.

The President of the Republic of Kazakhstan, K. K. Tokayev, has emphasized in his *Address to the Nation* in 2025 that digitalization is a national-level priority for Kazakhstan and highlighted that digital development is a key factor of national competitiveness, and the ultimate goal of the country is to build a creative society oriented toward digital growth [1].

According to S. S. Kunanbayeva, the system of foreign language education, like any system, functions and develops in the light of its predefined aims and planned outcomes. The necessity of moving away from a narrow bookish understanding of ‘foreign languages’ toward a common system of foreign language education as a multifaceted research field has become obvious in modern times [2, 10].

This position is supported by research indicating that digital technologies can facilitate the development of speech, discourse, sociocultural, and communicative competences in foreign language instruction [3, 72]. Zh. Ahmetova, S. Zhanzhigitov, and S. Atabayeva further characterize digitalization as a strategic direction in foreign language education that can support instructional quality, personalization, and adaptation to learners’ individual needs [4, 426]. Taken together, these domestic studies provide a broad theoretical and pedagogical justification for digital integration. However, they devote comparatively less attention to practicing teachers’ everyday experiences of selecting, implementing, and evaluating particular digital tools for vocabulary instruction.

International scholars provide more detailed discussion of the pedagogical functions of digital tools. Z. Fabian and F. Rosario identify interactivity, immediate feedback, progress monitoring, and personalization as important affordances of technology-supported instruction [5, 34]. Similarly, Y. Khochavova, A. Saparbiev, and A. Semenova emphasize that one of the important advantages of digital tools in language education is their interactive nature. Numerous apps and websites offer dynamic exercises, quizzes, and games that actively involve learners and make studying more enjoyable. These interactive elements support the development of key language skills, listening, speaking, reading, and writing in a fun and stimulating manner [6, 547]. These findings indicate that digital tools can enrich the learning environment; nevertheless, they do not demonstrate that the use of technology automatically results in improved language achievement.

Teacher-related factors are central to the successful integration of technology. C. Jia and J. Fu found that teachers’ attitudes toward classroom technology were associated with their teaching experience and familiarity with digital tools [7, 17]. Their findings suggest that the educational value of a platform depends not only on its technical characteristics but also on teachers’ digital confidence, pedagogical knowledge, and ability to align the tool with specific learning objectives. Therefore, teachers’ perceptions and classroom experiences require separate investigation rather than being inferred from student-performance studies.

The need for pedagogically appropriate technology is particularly evident in vocabulary instruction. L. Huei, M. Yunus, and H. Hashim state that vocabulary learning is of great importance as it is an essential foundation for developing language skills. Therefore, educators need to draw their attention to technological strategies for English vocabulary teaching [8, 140]. M. Arones Mayuri, O. Curro, C. Chauca, and Y. Phun add that learners' perceptions of vocabulary learning may be influenced by the presence of digital technologies in their personal and academic lives [9, 578].

Research on computer-assisted and mobile vocabulary learning further clarifies how digital technologies can support lexical development. D. Cojocnean emphasizes that vocabulary learning in a computer-assisted and mobile language learning context refers to the possibilities offered by technology to learn or consolidate vocabulary in English [10, 63]. The research conducted by Q. Ma argues that technology-mediated vocabulary learning applications will continue to play a key role in teachers' classroom teaching and planning, and more importantly, learners' informal outside-classroom learning. Conceptualizing the essential learning stages involved in vocabulary learning is useful for selecting and implementing learning resources as well as choosing the right technologies [11, 57]. These findings demonstrate that the value of a digital tool is determined by its pedagogical purpose and manner of implementation rather than by its availability alone.

Empirical studies have generally reported positive but context-dependent results. In their research, S. Haidari, S. Baysal, and S. Kanadli established a general objective to investigate the overall impact of digital technology-mediated instruction on learning foreign language vocabulary in the Turkish context by calculating the mean effects, followed by some moderator analyses [12, 245]. A similar study, which was conducted by M. Attaran and Z. Zainuddin, found that Malaysian ESL students using digital materials such as multimedia resources and electronic books demonstrated stronger English-learning outcomes than students who did not use these resources [13, 5].

M. Barzegar and P. Alavinia reported that digital storytelling contributed to improved vocabulary and reading-comprehension performance among Iranian EFL learners [14]. Nevertheless, these findings were obtained through particular interventions, learner groups, and educational settings and cannot be generalized automatically to all EFL classrooms.

Each individual who learns a language acquires a vocabulary, or a set of words with their meanings. It is obvious that knowing vocabulary is an integral part of teaching language, and a broad and varied vocabulary is necessary for proficient communication in any language. One of the most important aspects of learning a language is likely expanding one's vocabulary, which is essential to overall language proficiency.

J. Ranalli examined vocabulary learning strategies of L2 learners to improve the effective use of vocabulary learning strategies of L2 learners regarding computer-based training. In this study, he investigates the effectiveness of a web-based training resource, the Virtual Vocabulary Trainer, in enhancing second

language (L2) learners' use of vocabulary learning strategies. The research highlights the potential benefits of integrating multimedia tutorials, practice exercises, and awareness-raising tasks in vocabulary instruction [16, 163].

Overall, domestic and international publications recognize the potential of digital technologies to support foreign language and vocabulary instruction. Domestic studies primarily establish the systemic, strategic, and competence-oriented importance of digitalization, whereas international studies more frequently investigate particular tools, interventions, and learner outcomes. Several research gaps emerge from this analysis. First, many studies focus on a single platform or intervention, although practicing teachers frequently use several tools according to different instructional purposes. Second, existing research often prioritizes students' achievement or attitudes, while comparatively less attention is given to teachers' experiences of selecting and implementing digital resources. Third, teachers' perceptions are sometimes treated as evidence of effectiveness even though perceived benefits and objectively measured learning outcomes are conceptually different.

The purpose of the study is to investigate English teachers' perceptions of using digital learning tools in vocabulary instruction. The study addressed the following research questions:

1. Which digital learning tools do the participating teachers report using, and how frequently do they use them for vocabulary instruction?
2. What benefits and challenges do teachers perceive when integrating these tools?
3. What recommendations do teachers offer for purposeful classroom integration and for supporting vocabulary learning outside the classroom?

The scientific novelty of this study lies in its context-specific examination of practicing EFL teachers' perceptions and reported classroom practices at Nazarbayev Intellectual Schools in Almaty. Although the use of digital tools in vocabulary instruction has been widely investigated internationally, limited empirical attention has been given to how experienced English teachers in Kazakhstan select, implement, and evaluate these tools in their everyday teaching. The study provides local exploratory evidence concerning teachers' preferred digital platforms, patterns of use, perceived benefits, implementation challenges, professional-learning practices, and recommendations for supporting vocabulary learning both inside and outside the classroom.

Materials and Methods

The collected data were processed using both qualitative and quantitative methods. Quantitative data from the teacher survey were analyzed using percentages and frequency counts to determine which digital learning tools were most commonly used and how often they were integrated into vocabulary instruction. Qualitative data from open-ended questions were examined using content analysis to identify recurring themes, patterns, and insights regarding teachers' perceptions of digital tools in vocabulary teaching.

The participants were 10 English teachers working at Nazarbayev Intellectual Schools (NIS) in Almaty. A purposive sampling strategy was used because participation required practical experience in using digital tools for teaching English vocabulary. The inclusion criteria were: (1) current employment as an English teacher at NIS Almaty, (2) experience teaching English as a foreign language, and (3) previous use of at least one digital learning tool for vocabulary instruction. The participants had between 5 and 17 years of teaching experience, with an average of 10 years. They taught students in 7-9 grades and reported using platforms such as Quizlet, Quizziz, Wordwall, Kahoot, Baamboozle, Anki, Padlet, and Visuwords. Participation was voluntary, and responses were anonymized using the codes R1-R10. The sample was limited to 10 teachers from one educational setting.

Table 1. Survey of the English teachers' attitudes toward the usage of digital learning tools for teaching English vocabulary

№	Questions
1	Which digital learning tools do you commonly use for teaching vocabulary in EFL classrooms?
2	How frequently do you incorporate digital learning tools into your vocabulary teaching in EFL classrooms?
3	Have you noticed any improvement in student engagement since incorporating digital learning tools into your vocabulary teaching?
4	How do digital learning tools contribute to vocabulary retention and reinforcement among EFL learners?
5	What challenges or limitations have you encountered when using digital learning tools for vocabulary teaching in EFL classrooms?
6	How do you assess the effectiveness of digital learning tools in vocabulary teaching?
7	Which of the mentioned digital learning tools do you commonly use for teaching vocabulary in EFL classrooms?
8	What recommendations would you give to fellow English teachers for effectively integrating digital learning tools into vocabulary instruction in EFL classrooms?
9	How do you stay updated with new digital tools and trends for vocabulary teaching in EFL contexts?
10	What role do digital tools play in encouraging students to take ownership of their vocabulary learning outside the classroom?

The survey questions were designed to explore teachers' perceptions of the effectiveness of digital tools in the process of teaching and learning English vocabulary. The questionnaire aimed to identify how teachers evaluate the perceived effectiveness of digital tools on students' vocabulary development, including their engagement, motivation, and ability to use new lexical items in practice.

The survey on teachers' views on the relevance and usefulness of gamified elements in vocabulary instruction, as well as the challenges encountered when integrating digital tools into classroom practice and the instructional approaches considered most effective for addressing these challenges. Certain limitations

were identified during the research. Variations in teachers' familiarity with digital tools, differences in the frequency of their use, and technical issues such as limited internet access or restricted functionality in free versions of platforms could have influenced the results. To enhance reliability, responses were cross-checked by two independent researchers during the coding process, ensuring consistency in identifying themes.

The methodology allowed for a comprehensive examination of teachers' attitudes toward the effectiveness of digital tools in supporting vocabulary retention and reinforcement, highlighting both cognitive and motivational benefits, such as repetition, interactivity, multimedia use, contextualized learning, and increased student engagement, while also identifying challenges and providing a basis for practical recommendations in EFL instruction.

Results and discussion

In recent years, digital transformation, the virtualization of educational resources, and the expansion of online communication formats in Kazakhstan have accelerated the integration of digital tools into the teaching and learning process.

The integration of digital technologies into the process of foreign language teaching is manifested in several key aspects that influence both the effectiveness of the educational process and the transformation of pedagogical practices. The incorporation of digital technologies into instruction, including the use of educational platforms, mobile applications, interactive tasks, and multimedia resources, ensures greater flexibility in the organization of learning. Vocabulary lies at the core of the development of reading, writing, listening, and speaking skills of language learners. Deficiencies in vocabulary stock might cause speaking anxiety and create a language barrier for the learners. To identify the effectiveness of digital learning tools for teaching English vocabulary, we surveyed 10 English teachers of Nazarbayev Intellectual School (NIS) in Almaty.

Here you can see the results of the questionnaire conducted among English teachers related to the impact of digital learning tools on vocabulary acquisition.

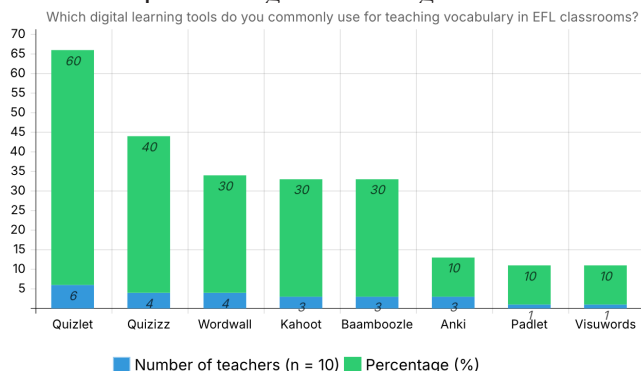


Figure 1 - Which digital learning tools do you commonly use for teaching vocabulary?

This question aimed to identify the most frequently used digital tools by English teachers in vocabulary instruction in EFL classrooms. A total of 10 teachers responded, providing insight into the digital platforms integrated into their teaching practices. The responses reveal that Quizlet and Quizizz are the most frequently mentioned tools, cited by 7 and 5 teachers, respectively. These platforms are well-known for their flexibility, ease of use, and suitability for both in-class and independent vocabulary practice.

Wordwall also appeared multiple times, mentioned by 4 teachers. Other tools, such as Baamboozle, Kahoot, and Padlet, were also cited. Baamboozle and Kahoot are both game-based platforms that add a competitive element to vocabulary review, which may appeal especially to younger learners. Padlet, on the other hand, is a more collaborative tool, allowing teachers to design interactive vocabulary boards and gather student-generated content in real-time. Less commonly mentioned tools like Anki and Visuwords suggest that a few teachers are also exploring more specialized or visually focused vocabulary tools.

How frequently do you incorporate digital learning tools into your vocabulary teaching in EFL classrooms?

10 responses

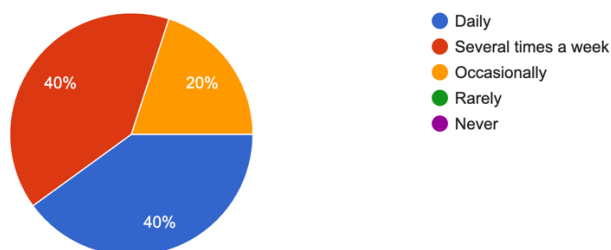


Figure 2 - How frequently do you incorporate digital learning tools into your vocabulary teaching in EFL classrooms?

This open-ended question explored how often English teachers integrate digital learning tools when teaching vocabulary in English lessons. The responses showed a wide range of implementation frequencies, reflecting differences in teaching schedules, lesson planning, and perceived relevance of technology in vocabulary instruction.

A small group of teachers (2 out of 10) indicated regular weekly use, with one teacher specifically noting the integration of various tools each week to enhance vocabulary learning. This suggests a deliberate effort to make vocabulary instruction more dynamic and student-centered. A few teachers (2 out of 10) reported using digital tools once or twice within two weeks, while others (3 out of 10) mentioned incorporating them only at certain points in the curriculum, such as the beginning or end of a unit, or before assessments like the SAT (summative assessment for the term). These responses indicate a more strategic or occasion-based use of technology, likely aligned with key learning milestones or to review vocabulary content.

Have you noticed any improvement in student engagement since incorporating digital learning tools into your vocabulary teaching?

10 responses

- Yes. Mostly in positive aspects
- Not so much
- Yes, I've noticed an improvement. Students are more interactive and motivated during vocabulary lessons with digital tools.
- Yes, I have.
- No
- It increases a number of learnt new words at 20 %
- Silent students started participating Those kids who used to blend into the background now get involved
- They find it useful as a revision
- Students like it

Figure 3 - Have you noticed any improvement in student engagement since incorporating digital learning tools in your vocabulary teaching?

This question aimed to gather teachers' observations regarding student engagement levels when digital tools are integrated into vocabulary instruction.

The majority of respondents (7 out of 10) observed noticeable improvements in engagement. Teachers reported that students were more interactive, motivated, and found lessons more enjoyable. One teacher highlighted that students who were previously quiet or reluctant to participate started becoming more active in class. Another noted that digital tools helped increase the number of new words learned by approximately 20%, suggesting a tangible impact on both engagement and learning outcomes.

Teachers also mentioned that students perceived digital tools as useful for revision, which implies that these tools not only enhance initial learning but also aid in reinforcing vocabulary. Descriptions such as "the process became more engaging" and "students like it" support the idea that digital platforms can transform traditional instruction into a more dynamic experience. On the other hand, a minority (3 out of 10) noted minimal or no change in student engagement. These responses indicate that while digital tools offer potential, their success may depend on how they are implemented, the specific tool used, and the learners' preferences or learning styles.

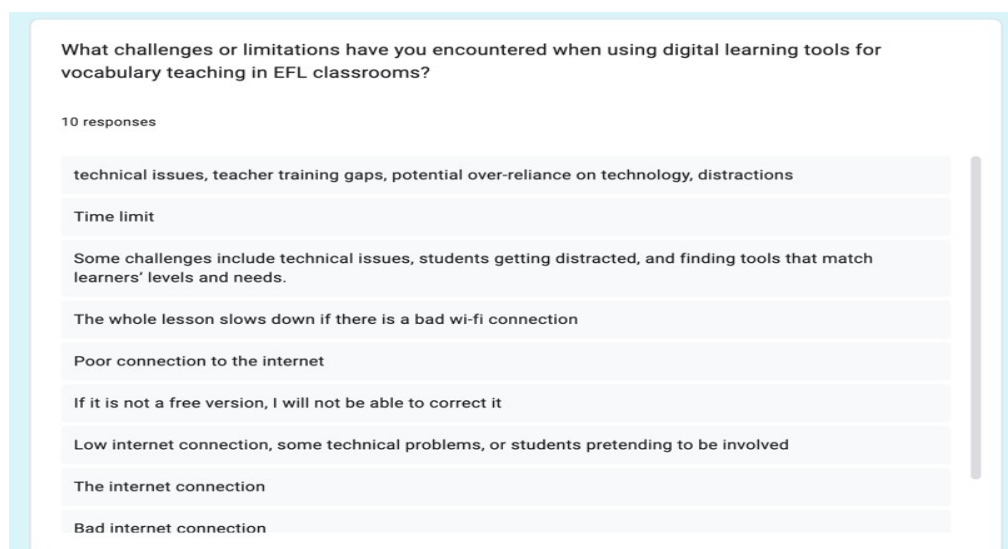


Figure 4 - What challenges or limitations have you encountered when using digital learning tools for vocabulary teaching in EFL classrooms?

The responses to this question provide valuable insights into the practical difficulties that EFL teachers at NIS face when integrating digital tools into vocabulary instruction. The feedback reveals several recurring themes, primarily related to technical constraints, pedagogical limitations, and student behavior.

A dominant concern expressed by the majority of respondents is technical reliability, particularly issues related to internet connectivity. Some teachers mentioned that weak Wi-Fi connections can interrupt lessons, slow down the learning process, and reduce the overall effectiveness of digital tools. Another major issue highlighted is the limitation of free versions of certain platforms. One teacher pointed out that some useful features, such as correcting errors or customizing tasks, may be unavailable in unpaid versions, which restricts how effectively the tools can be used in a classroom setting. This tendency can lead to superficial understanding or careless mistakes, especially if not carefully monitored by the teacher. Some responses reflected broader challenges, such as gaps in teacher training and the risk of overreliance on technology.

The recommendations offered by R1-R10 were analyzed thematically. Four recurring principles were identified:

1. Align the tool with the learning objective. Teachers recommended choosing accessible, user-friendly platforms that directly support the intended vocabulary outcome.

2. Introduce tools gradually. Participants advised teachers to master one platform before adding others rather than introducing several applications simultaneously.

3. Balance digital and traditional methods. Digital activities were described primarily as useful for presentation, revision, differentiation, and consolidation, not as replacements for speaking tasks, group work, role play, flashcards, or teacher-guided practice.

4. Monitor and evaluate use. Teachers recommended clear guidance, attention to student engagement, and regular evaluation through formative assessment, student feedback, and observation of vocabulary use in classroom tasks.

The 7th open-ended question in the teacher survey invited educators to share their professional advice on the integration of digital tools into vocabulary teaching. Responses revealed several thoughtful strategies grounded in practical classroom experience. A key recommendation was the strategic and purposeful selection of digital tools. Teachers emphasized the importance of choosing platforms that are not only user-friendly but also aligned with instructional objectives.

Several respondents stressed the importance of gradual integration. Rather than overwhelming students with multiple new platforms simultaneously, teachers suggested starting with one tool (e.g., Quizlet or Wordwall), mastering its features, and then progressively introducing others as needed. This approach ensures smoother transitions and better student adaptability.

Another widely supported strategy was blending digital tools with traditional methods. Respondents recommended using digital tools as a supplement rather than a replacement, especially for revision activities, motivation, or consolidation of previously taught material. Task design was also mentioned as a vital factor. Teachers advised learning how to create effective and diverse activities on each platform to maintain engagement and avoid repetition. Some educators highlighted the need to train students in how to use these tools efficiently. Teachers encouraged regularly evaluating the impact of digital tools on vocabulary retention and learner motivation. This includes using formative assessment techniques, student feedback, and observing language use in class tasks.

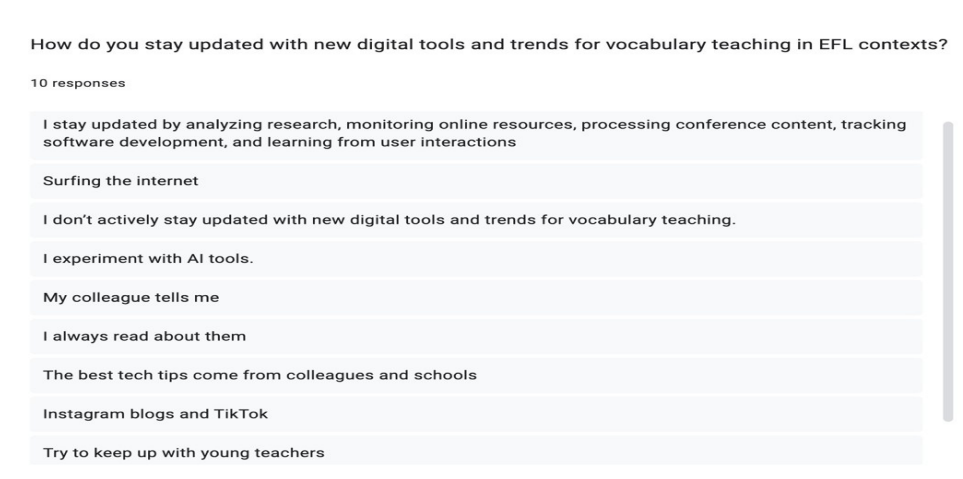


Figure 5 - How do you stay updated with new digital tools and trends for vocabulary teaching in EFL contexts?

The teachers' responses reveal a variety of approaches to remaining current with emerging digital tools and trends in vocabulary instruction. These methods range from formal, research-based strategies to informal, peer-driven learning.

A significant number of teachers indicated that they engage in independent research, accessing educational studies, monitoring online platforms, and exploring conference materials. This demonstrates a proactive, academic approach to professional development, where educators take responsibility for deepening their understanding of technological integration in EFL contexts. Others noted that they rely heavily on informal, experience-based methods, such as learning through colleagues' recommendations or discovering tools through trial and error. Peer collaboration and shared professional experiences continue to play an important role in disseminating practical knowledge among teachers.

Social media platforms such as Instagram, TikTok, and educational blogs were also mentioned as popular sources of inspiration. These platforms offer real-time access to new trends and classroom-tested strategies, especially when curated by experienced teachers. The use of social media reflects a shift towards informal professional learning communities that are more accessible and up-to-date than traditional training.

A few respondents admitted to not actively seeking out new tools or trends, highlighting a possible gap in professional development. This may be due to time constraints, limited institutional support, or a lack of confidence in using technology.

Finally, one respondent noted the influence of generational dynamics, stating that they try to keep up with younger teachers, suggesting that younger educators might be more naturally inclined to explore and adopt digital innovations.

Table 2. What role do digital tools play in encouraging students to take ownership of their vocabulary learning outside the classroom?

№	Participants response
1	Digital tools provide personalized, engaging, and flexible learning opportunities with immediate feedback and self-assessment outside of class.
2	Digital tools engage students and encourage them to learn more.
3	Digital tools offer students easy access to vocabulary practice anytime, making learning more self-directed and motivating students to take responsibility for their progress outside the classroom.
4	Students can learn at their own pace and according to their own schedule.
5	Students might use applications such as Duolingo outside of the classroom.
6	Digital tools make students eager to learn more.
7	When students use apps like Quizlet, Memrise, or Duolingo outside class, they stop perceiving vocabulary learning as "homework my teacher forced me to do" and start viewing it as "my level, my streak, my game to beat."
8	Some students may not be encouraged to use these tools outside of school.
9	It might teach responsibility.
10	Engagement

Teacher responses indicate that digital learning tools significantly contribute to fostering student autonomy in vocabulary learning beyond the classroom environment. The tools empower learners to take initiative and responsibility for their progress through a combination of accessibility, engagement, and personalization.

One of the most frequently mentioned aspects is the flexibility and convenience offered by digital platforms. Tools such as Quizlet, Duolingo, and Memrise allow students to access vocabulary exercises at their own pace and according to their individual schedules. This enables self-directed learning, making it easier for students to integrate language practice into their daily lives.

Several educators also highlighted the gamified nature of digital tools. Features such as streaks, levels, and scores transform vocabulary learning into a personal challenge or game, shifting student perception from “assigned homework” to “motivated self-improvement.” This motivational shift plays a crucial role in ownership and sustained engagement.

Moreover, digital tools often provide immediate feedback and self-assessment options, helping learners monitor their performance in real time. This encourages reflective learning, where students are not only practicing vocabulary but also evaluating their understanding and progress without waiting for teacher input. A few responses hinted at limitations.

While many students find such tools engaging, not all learners may be motivated to use them independently. As one teacher pointed out, digital tools alone may not universally encourage responsibility unless they are integrated meaningfully and supported by consistent guidance from educators.

These findings extend the existing literature by providing context-specific evidence from experienced EFL teachers working at NIS Almaty and by identifying the practical conditions that shape digital-tool integration in this educational setting.

Conclusion

This exploratory study examined how 10 experienced English teachers at NIS Almaty perceived and integrated digital tools into vocabulary instruction. Quizizz and Quizlet were each identified by 40% of the participants as commonly used tools, while Wordwall was identified by 20%. The frequency and purposes of use varied across teachers, indicating that digital platforms were employed selectively according to lesson objectives and classroom needs. Most participants perceived increased student engagement and associated digital tools with interactive revision, repeated practice, immediate feedback, differentiation, and opportunities for independent learning.

The findings also demonstrate that teachers’ perceptions of digital tools were influenced by practical implementation conditions. Although participants valued the flexibility and interactivity of digital platforms, they identified unstable internet connectivity, restricted functionality in free versions, insufficient training, student distraction, and overreliance on technology as important challenges. Their recommendations emphasized selecting tools according to clearly defined

vocabulary-learning objectives, introducing them gradually, combining them with communicative and non-digital activities, and monitoring students' participation and language use. Digital tools should therefore be regarded as complementary pedagogical resources rather than replacements for teacher guidance or established vocabulary-teaching methods.

The scientific contribution of the study lies in providing context-specific evidence concerning the reported practices, preferences, and challenges of experienced EFL teachers in a Kazakhstani educational setting. However, the findings represent teachers' perceptions and reported observations rather than objective evidence of vocabulary achievement or retention. Consequently, the study does not establish a causal relationship between digital-tool use, teachers' digital competence, and students' learning outcomes.

The results have practical relevance for teachers and educational institutions seeking to integrate digital tools purposefully into vocabulary instruction. They indicate the importance of pedagogical alignment, reliable technological infrastructure, professional development, and a balanced combination of digital and traditional approaches. Future research should involve larger and more diverse samples, validated instruments, interviews, classroom observations, and objective measures of vocabulary learning. Combining teachers' perceptions with pre- and post-tests or delayed retention measures would help determine whether the perceived benefits identified in this study correspond to measurable learning outcomes.

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АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ ЛЕКСИКАНЫ ОҚЫТУДА ЦИФРЛЫҚ ҚҰРАЛДАРДЫ ПАЙДАЛАНУҒА КӨЗҚАРАСЫ

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Аңдатпа. Соңғы жылдары цифрлық технологиялар адамдардың күнделікті өмірінің ажырамас бөлігіне айналып отыр. Сонымен қатар, цифрлық технологиялардың жедел дамуы ағылшын тілін шет тілі ретінде оқыту үдерісіне елеулі ықпал етуде. Мақалада шет тілі ретінде ағылшын тілі сабақтарында лексиканы оқыту барысында цифрлық оқыту құралдарының тиімділігі қарастырылады. Зерттеудің мақсаты – орта мектептердің бастапқы сатысында оқушыларға лексиканы оқытуда цифрлық оқыту құралдарын қолдануға қатысты ағылшын тілі мұғалімдерінің көзқарастарын анықтау. Зерттеу тақырыбының өзектілігі білім беру үдерісінің тиімділігін арттыру мен цифрлық технологиялардың білімге қолжетімділікті қамтамасыз ету құралы ретінде рөлінің артуымен анықталады. Зерттеуде сапалық, сандық және сипаттамалық зерттеу әдістері қолданылып, ағылшын тілі мұғалімдеріне сауалнама жүргізілді. Сауалнамада сабақ барысында қолданылатын цифрлық оқыту құралдарының түрлері, оларды сабаққа интеграциялау жиілігі, оқушылардың сабаққа қызығушылығы мен лексиканы меңгеруіне ықпалы, бағалау тәжірибесі және оларды қолдану барысында кездесетін қиындықтар қарастырылды. Зерттеу нәтижелері Quizlet, Quizizz, Wordwall және Kahoot сияқты құралдар қарапайымдылығы, интерактивті мүмкіндіктері және материалды қайталау мен бекітуге қолайлы болу ерекшеліктеріне байланысты кеңінен қолданылатындығын көрсетті. Зерттеуге қатысқан мұғалімдер цифрлық құралдар сабақтарға мақсатты түрде енгізілген кезде оқушылардың сабақтарда белсенділігінің артқанын, мотивацияның жоғарлауын және лексиканы жақсы есте сақтауын ерекше атап өтті. Зерттеу цифрлық оқыту құралдарының оқушылардың сөздік қорды меңгеруге әсерін бағалай отырып, құнды педагогикалық тұжырымдар ұсынады. Зерттеу нәтижелері орта мектептердің ағылшын тілі мұғалімдеріне оқушылардың сөздік қорын дамыту үшін цифрлық оқыту құралдарын стратегиялық түрде қолдануға бағыт-бағдар бере алады, сондай-ақ шет тілін оқытуда технологияны тиімді интеграциялау бойынша болашақ зерттеулерге тың тұжырымдар ұсынады.

Тірек сөздер: шеттілдік білім беру, ағылшын тілін оқыту, цифрлық технологиялар, цифрлық оқыту құралдары, лексика, шет тіл ретінде ағылшын тілі, лексиканы меңгерту, мұғалімдердің көзқарастары

ВОСПРИЯТИЕ УЧИТЕЛЯМИ АНГЛИЙСКОГО ЯЗЫКА ИСПОЛЬЗОВАНИЯ ЦИФРОВЫХ СРЕДСТВ В ОБУЧЕНИИ ЛЕКСИКЕ

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Аннотация. В последнее время цифровые технологии стали неотъемлемой частью повседневной жизни людей. Кроме того, ускоренное развитие цифровых технологий оказывает существенное влияние на процесс обучения английскому языку как иностранному. В статье рассматривается эффективность применения цифровых средств обучения при изучении лексики на уроках английского языка как иностранного. Цель исследования - выявить мнение учителей английского языка относительно использования цифровых средств обучения в усвоении лексики учащимися на начальных этапах обучения языку в средней школе. Актуальность темы исследования определяется возрастанием роли цифровых технологий как инструмента обеспечения доступа к образованию и повышением эффективности образовательного процесса. В исследовании использовались качественные, количественные и описательные методы исследования и проводилось анкетирование учителей английского языка. В анкете были рассмотрены виды применяемых на уроке цифровых средств обучения, частота их интеграции в урок, влияние на мотивацию к уроку и усвоение лексики, опыт оценивания учащихся и трудности, с которыми сталкиваются учителя в процессе их использования. Результаты исследования показали, что такие инструменты, как Quizlet, Quizizz, Wordwall и Kahoot, широко применяются из-за их простоты в использовании, интерактивных функций, удобства платформы в повторении и закреплении материала. Участвовавшие в исследовании учителя подчеркивали активность учащихся на уроках, повышенную мотивацию и лучшее запоминание словарных слов во время целенаправленного применения цифровых инструментов на уроках. Исследование предлагает ценные педагогические выводы, оценивая влияние цифровых средств обучения на усвоение лексики учащимися. Результаты исследования могут помочь учителям английского языка в средних школах стратегически использовать инструменты цифрового обучения для развития словарного запаса учащихся, а также предложить новые выводы для будущих исследований по эффективной интеграции технологий в преподавание иностранного языка.

Ключевые слова: иноязычное образование, обучение английскому языку, цифровые технологии, цифровые средства обучения, лексика, английский язык как иностранный, овладение лексикой, мнение учителей

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