PRACTICAL TIPS FOR BETTER LEARNING OF ENGLISH

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Abstract:
The article is devoted to the issues of learning English and the most common mistakes in its development. Highlights the most common shortcomings in learning English and suggests ways to correct them. Tips for improving the effectiveness of language learning are offered.

Key words: English language, improving, mistakes, correction, effectiveness.

Introduction

Learning English for many people is a process that requires patience, diligence and the right approach. English is one of the most widely spoken languages in the world, and knowing it opens the door to career opportunities, travel, and personal growth. However, on the way to successful language acquisition, there are often various mistakes that can slow down the process or even lead to frustration. In this article, we will look at the most common mistakes that people make when learning English, as well as offer tips to help avoid these problems and speed up language acquisition.

Underestimating practice

One of the most common mistakes that beginners make is that they spend too much time on theory and grammar, but neglect practical exercises. Without practice, even the most deeply learned rules will be forgotten, and conversational skills will not develop. Research shows that the active use of language in real situations contributes to a much faster learning of the material. For example, a study conducted at the University of Virginia confirms that regular practical use of language helps improve long-term memory and consolidate skills [1,449].

Tip: Communicate regularly in English, even if your level is not perfect yet. The more you talk, the faster you will improve your skills. Use apps to communicate with native speakers, watch movies and TV series in English, and read books and articles. Practice is the key to success.

Fear of mistake

Many people are afraid of making mistakes, which slows down the language learning process. They avoid conversations because they are not sure of their grammar or vocabulary. The fear of making a mistake blocks development, as it prevents you from trying new phrases and expressions. The importance of mistakes in the learning process is confirmed by a study by Professor Robert Martinez from the University of Berkeley. He emphasizes that mistakes play an important role in language acquisition, as they help us understand where we are wrong and where we need to work next [Martinez, R. 2003].

Tip: Accept mistakes as an integral part of the learning process. Every time you make a mistake, you are one step closer to using the language correctly. The more you practice, the fewer mistakes you will make, and they will become less significant.

Not enough diversity

Many students focus on one aspect of the language, whether it's just grammar or just vocabulary. This leads to uneven skill development. For example, you may understand grammar well, but you won't be able to communicate fluently because you don't have enough practice in speaking. Research such as the work of Margaret Low from the University of Cambridge shows that for successful language acquisition it is important to develop all aspects: listening, speaking, reading and writing [Low, M. 2010].

Tip: The training should be comprehensive. Read, write, listen, and speak in English. Include various materials: audiobooks, movies, podcasts, blogs, books, and articles. It is also important to pay attention to various aspects of the language: grammar, vocabulary, pronunciation, and listening comprehension.

Pronunciation ignoring

Neglecting pronunciation is another common mistake. Even if you have a good command of grammar and vocabulary, incorrect pronunciation can make it difficult to understand the other person and create

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difficulties in communication. Research shows that correct pronunciation directly affects the perception of native speakers. For example, a study conducted as part of the TOEFL (Test of English as a Foreign Language) project showed that pronunciation is an important component of successful communication, and it affects the assessment of language proficiency [ETS 2015].

Tip: Work on your pronunciation from the very beginning. Use phonetic transcriptions, listen to native speakers and repeat after them. Record yourself on a voice recorder to hear your mistakes and improve the sound of words. Use online resources and applications to help you do this.

Lack of motivation

Sometimes people start learning English with great enthusiasm, but over time they lose interest and motivation. This happens especially often when progress seems too slow or difficult. Motivation studies conducted as part of the study of second language competence (for example, research on Robert McIntyre's theory of motivation) confirm that intrinsic motivation plays a key role in successful learning. If a person does not see personal value in learning a language, they quickly lose interest [MacIntyre, P. 1994].

Tip: Find your inner motivation. Set specific goals, such as traveling to an English-speaking country, improving your career, or being able to watch movies without subtitles. The important point is to enjoy the process. Find interesting content for yourself: movies, TV series, books, and even games that will keep you interested.

Conclusion

Mistakes on the way to learning English are a natural part of the process. The main thing is not to be afraid of them, but to learn from them and keep moving forward. Avoiding common mistakes such as lack of practice, fear of mistakes, or ignoring pronunciation will help you achieve success faster. Regularity, variety of activities and real motivation are the components that will help you master the English language.

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DIGITAL TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

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Abstract:

The integration of digital technologies in English language teaching has transformed traditional educational methods, offering new opportunities for interactive and personalized learning. This paper explores the role of various digital tools, including learning management systems, mobile applications, artificial intelligence, and gamification, in enhancing language acquisition. It also examines the benefits and challenges associated with digital technologies in ELT and discusses future trends. The findings highlight the potential of digital tools to improve language learning experiences while emphasizing the need for effective implementation strategies.

Key words: online learning, artificial intelligence, gamification, virtual classrooms, mobile applications.

The rapid development and implementation of digital technology is reshaping all sectors of global society. In business, new technologies and business models have created vast amounts of new wealth, consumer value and made many existing businesses obsolete through the processes of innovation as described "creative destruction" by Schumpeter (1942). In Schumpeter's theory, disruptive new technologies lead to new innovations, the creation of new structures along with destruction of old methods, and ways of doing things. Innovation occurs when a new technology and way of doing things is successfully adopted by the marketplace. Thus, invention is the discovery of a fresh idea or technology; and innovation is realized when that fresh idea is adopted by society (Figure 1) [Gillpatrick T. Innovation and the digital transformation of education //The Journal of Limitless Education and Research. – 2020].

Figure 1. Top Digital Transformation Trends in Education
[https://www.forbes.com]

Along with new technologies and fresh ideas for innovation to occur, there must be behavioral changes in a population and adoption of these new technologies and fresh ideas. In my four decades of experience in teaching at a number of universities in Europe, Asia and the America's both the technologies available for instruction and the willingness of both students and faculty to use them has changed substantially. Initially,

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information was communication among students using books, chalkboards, lecture/discussion, case studies and projects. Communication between professor and student was largely "in person" and supplemented by reading; therefore, it was largely, "passive-in-nature"[Gillpatrick T. Innovation and the digital transformation of education //The Journal of Limitless Education and Research. – 2020].

Modern technology is opening new horizons for English language teachers, and the Teaching English online resource, developed by the British Council, has become a key tool in this field. This platform provides access to a rich collection of educational materials designed for teachers working with different age groups.

The platform offers structured lessons accompanied by audio and video materials, as well as interactive exercises for knowledge assessment. A search filter allows users to quickly select the appropriate student level and lesson topic. For example, there is a lesson on Airport Check-in designed for adult learners by educational specialist Derek Spafford. This lesson helps students acquire thematic vocabulary, develop listening skills, and practice using key expressions in real-life situations.

The lesson materials include:

✔ A lesson plan to assist teachers in lesson preparation

✔ A student workbook with exercises for practice

✔ A dialogue script for listening and analysis

Before starting the lesson, teachers are encouraged to introduce students to key phrases such as:

• Do you have e-booking confirmation?

• Would you prefer an aisle seat or a window seat?

• Watch the screens for the boarding gates once you're in the departure lounge.

After listening to the dialogue, students complete a sequencing exercise and participate in a role-play activity simulating an airport check-in scenario. One student plays the airline staff member, while the other takes on the role of a passenger, reinforcing their practical communication skills.

Thus, Teaching English offers not just theoretical knowledge but a comprehensive, interactive approach to learning, enabling teachers to leverage modern digital technologies for more effective English language instruction.

Modern digital technologies enable students to improve their knowledge and skills by studying independently at a convenient time. Among the numerous Internet resources for independent study of English, we have chosen the blog "Inglex" as an example. A blog is an Internet magazine on a specific topic. "Inglex" contains a number of sections devoted to English grammar, colloquial vocabulary, business English, English for tourists, there is a section telling about exams of different levels and containing practical advice for passing them successfully [Зотеева Т. С. Цифровая среда как ключевой компонент в преподавании английского языка //Язык науки и профессиональная коммуникация. – 2020].

Guided by the principles of competence-based and activity-based approaches in teaching foreign languages in higher education, the following classification of digital technologies is considered the most appropriate:

1.   Basic technologies, which include traditional teaching methods and electronic textbooks.

2.   Technologies incorporating digital learning tools within a multi-level education system, allowing flexibility in selecting teaching methods.

3.   Distance learning technologies (such as webinars, online courses, and virtual classes conducted via Zoom, Skype, and other platforms), which enhance communicative methods in group work and contribute to the development of students' professional competencies.

4.   Network and cloud-based interaction technologies, the most advanced digital technologies available today. These methods integrate a variety of group-based active learning techniques and require both instructors and students to possess information literacy. They also necessitate the availability of essential technical tools and resources.

The implementation of these technologies fosters the development of key competencies—linguistic, speech, communicative, sociocultural, and others—that play a crucial role in shaping students' professional expertise[Колесниченко А. Н. Применение цифровых технологий при обучении лексике иностранного языка в высшей школе //Педагогика. Вопросы теории и практики. – 2021].

None of the previously reviewed studies analyze the necessity and sufficiency of using digital technologies. Meanwhile, in the mentioned work, I. V. Robert identifies several negative factors influencing the learning process due to digital technologies. Chief among them is "information oversaturation," which occurs when learners engage in excessive and uncontrolled consumption of information, searching chaotically without predefined and structured criteria (such as keywords). Such unorganized perception and use of information, particularly in audiovisual formats that often impose vivid and aggressive imagery on users, can hinder their ability to analyze content and recognize structural connections within the information [Нарбаева

Е. А., Сергеева К. К., Деркач А. М. Использование цифровых технологий на уроках английского языка: проблема эффективности //Непрерывное образование: XXI век. – 2020].

The development of artificial intelligence and its further implementation are becoming increasingly relevant in the rapidly evolving landscape of digital technologies. In recent years, one of the most significant areas of AI has been large language models (LLMs), which have revolutionized numerous industries and aspects of daily life, including chatbots, text generation and translation, search engines, navigation, smart home applications, personal assistants like Siri, and biometric systems. In the fast-paced world of technology, new advancements typically take time to gain momentum—yet few have spread as rapidly as ChatGPT. In less than four months, this AI-based language model took the world by storm, sparking discussions about its potential among researchers and everyday internet users alike. While tech-savvy individuals celebrate its remarkable capabilities, the field of education finds itself both fascinated and concerned about its implications(Table 1, 2)[Арзютова С. Н. Использование ChatGPT в обучении английскому языку //Гуманитарные исследования. Педагогика и психология. – 2023].

Table 1. ChatGPT vs. Traditional Teaching Methods

Criterion	ChatGPT	Traditional Methods
Flexibility	High, can be adapted to the student's needs	Limited by the curriculum
Interactivity	Text-based, no live speech	Live communication with a teacher
Feedback speed	Instant	Requires time for checking
Personalization	Customized responses	Possible, but depends on the teacher
Emotional support	Absent	Possible motivation from the teacher

Table 2. Example Prompts for Using ChatGPT in English Learning

Category	Example Prompt
Vocabulary building	"Explain the difference between *affect* and *effect* with examples."
Grammar	"How do I correctly use the Present Perfect tense?"
Speaking practice	"Act as a shop assistant, and I will be the customer."
IELTS/TOEFL preparation	"Give me a sample essay on 'Technology and Society.'"
Text correction	"Fix errors in my sentence: 'Yesterday I go to the cinema.'"

With the rise of technology and digital platforms, English teaching and learning have grown simpler. Now, there is a chance to develop your English-language abilities. As a result, if a machine could teach English, perhaps we wouldn't need English teachers in the classroom or English education (Shin, 2018). The Fourth Revolution does not thus need to replace English education. An artificial intelligence-based English class model should instead be developed in conjunction with the teaching and learning of English. An effective combination to increase global competency is language literacy and digital literacy. According to Ribeiro (2020), the most important practical use of artificial intelligence for English language instructors is in ELT. English is one of the world's most common languages with a structured grammatical system. As a result, studying English has always been challenging for pupils learning it as a second or foreign language (ESL/EFL) (Mehrotra, 2019). Therefore, using artificial intelligence, machine learning, intelligent search, and natural language processing may successfully advance reforms in English teaching and learning (Wang, 2019). The purpose of this research, connected to the description above, is to understand the function of artificial intelligence (AI) and to look at AI technologies in English language teaching (ELT) [Ghafar Z. N. et al. The role of artificial intelligence technology on English language learning: A literature review //Canadian Journal of Language and Literature Studies. – 2023].

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