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USING TECHNOLOGY TO ENHANCE STUDENTS' MOTIVATION IN LEARNING ENGLISH

Annotation. *This article examines the integration of media technology into English language teaching in higher education, driven by the need to enhance student motivation amid the declining effectiveness of traditional methods. The research aims to explore how digital tools such as interactive platforms (Wordwall, LearningApps), gamification and AI – driven resources (ChatGPT, Grammapp) can improve motivation, participation and learning outcomes among university students. The study focuses on blended learning models of teaching that combine innovative technologies with established traditional pedagogical approaches. Its scientific and practical significance lies in developing effective strategies to create authentic language environments, support diverse learning styles and foster collaborative skills. The study proposes a localized model for applying media technologies in the Kazakhstani context, based on experimental data from Pavlodar Pedagogical University named after A. Margulan. The research's contribution includes providing empirically grounded recommendations for creating inclusive and motivating educational environments, advancing language education modernization in Kazakhstan and beyond.*

Keywords. *Media technology, blended learning, AI-driven resources, students' motivation, digital tools, English language teaching.*

Introduction

The advancement of digital technologies has profoundly transformed educational settings around the world. Traditional teaching approaches, once regarded as effective, are increasingly less captivating for today's learners, who are acclimatized to colorful, quick and bite – sized content, provided by digital entertainments. Many English educators who previously excelled in settings where textbooks and teacher – centered lessons were the main instructional recourses now observe a significant shift in how students interact with educational content. These methods fail to sustain students' attention and drive. The constant stream of notifications makes students struggle to stay engaged in lessons that require deep focus and patience. With the proliferation of digital media, learners are deeply embedded in tech – driven environment, leading them to expect interactive

content, instant access to information and visually stimulating materials. The volume of content consumed by youth via videos, applications and social media renders conventional techniques obsolete and monotonous. Confronted with disengagement and waning enthusiasm, educators recognize the need to adapt strategies to meet evolving student needs. In the context of Republic of Kazakhstan, where educational reforms point out the integration of media technology to enhance learning process and outcomes, the need to adapt pedagogical strategies to align with global waves and local needs is peculiarly demanding.

Integrating media technology into teaching is revitalizing education. This shift allows teachers to craft dynamic, interactive lessons aligned with modern demands. Such innovations not only boost classroom participation but also accommodate diverse learning styles, transforming English education into a more engaging and enjoyable process. This method is notable for its potential to improve language skills, alongside for its ability to address diverse preferences among students.

The incorporation of media technology into language education has been shown to enrich the learning experience by providing authentic languages exposure through various digital tools. They act as a medium through which students can engage with target language by accessing such matters like films, news, tv shows, books and social media. Not to mention, gamification and collaborative online tools cultivate a more participatory atmosphere, encouraging learners to implement their language skills in supportive surroundings. On the other hand, it is noteworthy that the introduction of media technology into the process of learning a language is not without controversy. While the perks of these innovative methods are significant, they are often tempered by challenges such as disparities in access to technology and the need for digital competence among both teachers and students [1].

To reverse this trend, educator must adapt technology by redefining how it is used in the classroom settings. As Nurbekova Zh. et al highlight the importance of adapting higher and postgraduate education to meet the needs of the digital generation, emphasizing the integration of technology to support student – centered learning while preserving the teacher's central role [2]. In addition, concerns remain about the balance between innovative and traditional teaching methods, as educators strive for technology to enhance rather than replace basic interpersonal interaction in the classroom.

The object of this study is the process of English language teaching and learning at the higher level, while the subject is the integration of media resources, such as interactive platforms, games, to enhance students' engagement. The relevance of this research lies in addressing the gap between traditional teaching methods and the expectations of digital – native students, who are immersed in a world of instant information access, multimedia content. By leveraging media technologies, educators can create authentic

language exposure, accommodate diverse learning styles and promote collaborative leaning, thereby transforming the process of learning foreign language into a more engaging and effective procedure.

The degree of exploration of this topic reveals both global and local research efforts. Internationally, scholars like Weng Y. et al [1, p. 213] have displayed the effectiveness of immersive learning technologies in K-12 English as a second language context, emphasizing their role in enhancing motivation through authentic language use. Similarly, Wang S. ae al [3] conducted a metal analysis demonstrating the positive impact of social media as a learning environment in language is education. In Kazakhstan, researchers such as Vasich B. et al [4] have explored the integration of digital tools in higher education, noting their potential to support student-centered learning in alignment with national educational reforms. However, significant research gap exists in the systematic application of media technologies in Kazakhstani University settings, particularly in English Language Teaching, where students often focused on general technology adoption rather than specific tools like gamification or AI-driven platforms. Moreover, the lack of empirical evidence addressing the balance between innovative and traditional methods to ensure equitable access and effective learning outcomes.

The scientific novelty of the study lies in its focus on the experimental implementation of a blended learning model that integrate specific media technologies, for example, like Worldwall, LearningApps, ChatGPT, Padlet and Grammapp in English language classrooms at Pavlodar Pedagogical University named after A. Margulan. Unlike previous studies which often examine technology use in isolation, this research investigates the combined effect of interactive platforms, game applications, and AI-driven tools on students' motivation, offering a localized perspective within the Kazakhstani educational context.

The hypothesis posits that the integration of media technologies into English Language Teaching significantly enhances students' motivation, participation and task completion compared to traditional methods, while also addressing challenges such as digital divides and overreliance on technology.

The aim of the study is to explore how media technology can be effectively integrated into language, teaching of English to improve student motivation, participation, and learning outcomes. The research addresses the following objectives:

1) to evaluate the impact of interactive platforms and AI-driven resources on students' motivation in English Language Teaching settings;

2) to compare the effectiveness of technology, enhance learning center approaches with traditional teacher centered methods;

3) to identify challenges, associated with media technology integration and propose strategies to mitigate them;

4) to provide evidence-based recommendations for creating inclusive and engaging learning environment in Kazakhstan universities.

This study contributes to the field of language, education by offering practical insights into the application of media technologies in English language teaching, addressing both global trends and local educational priorities. By examining the interplay between innovative and traditional methods, the research seeks to breach existing gaps and provide the foundation for further exploration of technology, driven pedagogy in Kazakhstan and beyond.

Materials and methods

The introduction of computers and the internet opened new avenues for educators to incorporate a variety of media to create more engaging and immersive language learning experiences. In the early 21st century, educational theorists started to emphasize the usefulness of innovative teaching methods, where Vygotsky proposed socio – constructivist principles which highlighted the need for learning to occur within cultural frameworks, suggesting that interaction and communication are essential to understanding and knowledge construction. The incorporation of artificial intelligence into language education represents the latest point in this historical progression. Such tools as AI-driven platforms have personalized the learning experience, catering to individual student needs and enabling them practice language skills in real – world context [5].

Considering positive aspects of using said tools, it is capable to bring to the forefront many more advantages.

First of all, the integration of digital media facilitates authentic language use, providing learners with exposure to real – world contexts, which in turn enhances their learning experience. For instance, they can watch any film or read any passage, elevating their comprehension and communicative skills [6]. Unlike traditional textbooks, digital media provide unfiltered examples of how target language is used in everyday life. By engaging with it, learners develop a deeper understanding of vocabulary, idioms, phrases and grammar in a context, which is also improves their listening skills and pronunciation. This approach not only makes students engage in meaningful learning experience to improve their skills but also fosters cultural awareness.

Moreover, digital media empowers learners to make independent choices about their learning by allowing them to explore materials that align with their interests. It addresses the essentiality of the facilitation of personalized learning. By utilizing it, educators can tailor educational content to suit individual learning styles and progress levels. Platforms like «Knewton» and «Smart Sparrow» analyze the learner's performance data to adjust the difficulty and type of content presented. Mentioned earlier gamification – incorporation game – like elements such as points and leaderboards – creates a motivating environment that encourages regular practice and deeper engagement with the material [7]. Features

that it offers align with the preferences of digital natives, who are accustomed to interactive content and seek immediate feedback on their learning progress. So, this kind of language learning platforms allow users to stay engaged and be appropriately challenged.

To support what was stated, it is to mention that method of using digital tools offer unique opportunities for interactivity that traditional one may lack. Online platforms let students to practice their four types of skills at their own pace. They provide unparalleled flexibility and accessibility, so that those who receive education can do it at their own schedule, anytime and anywhere, thus making the process more inclusive. While studying, digital instruments allow real – time feedback and platform – specific analytics to track motivation levels. This is helpful in both teaching practices and student learning outcomes. This data – driven objectives effectively, ensuring that the educational experience remains relevant and impactful.

Despite the advantages of integrating media tools, there are undeniably some drawbacks which must be addressed so that teachers maximize the benefits while minimizing its adverse impacts on learning outcomes and student development.

One of the most significant concerns is the reduction of attention spans among students. Continuous exposure to digital screen can diminish focus, making it challenging for learners to engage deeply with course material [8]. The constant influx of notifications and updates from devices contributes to overstimulation, further compilating students' abilities to relax and concentrate on their studies.

This leads to the next drawback which is information overload. The vast volume of information available through digital instruments can make it difficult for students to process and filter incoming data effectively, leading to challenges in maintaining sustained attention on single tasks [8, p. 21]. Concentrating is a difficult aspect in such terms since studies show that heavy digital media users and early users tend to pay more attention in the short – term situations and it is harder to sustain it in long – term environment. This phenomenon is explained as the "thrill of the new", where it is more exciting to go through some new subjects than to focus on a single thing at a time. Otherwise, people lose interest. Consequently, the learning experience can be fragmented, as students struggle to fully engage with the material at hand. Studies have shown that multitasking will be performed worse on multitasks by heavy multimedia users because it requires focused attention and filtering out irrelevant information. This trend can significantly undermine the effectiveness of language learning activities, which often depend on sustained attention and engagement.

The shift towards digital interaction can adversely affect personal skills of students. Firstly, notwithstanding the fact that, technology can give a hand in completing assignments, students may become overly dependent on technological aids, thereby hindering their ability to solve problems autonomously. Overreliance on technology shows to diminish

critical analytical skills, since students prefer quick searches for answers over engaging in thoughtful exploration of concepts [9]. With this being stated, digital interaction in educational settings additionally affects interpersonal skills. Increased usage of such devices may lead to a decline in face – to – face interactions, creating difficulties for students in forging relationships and ultimately contributing to feelings of loneliness and social isolation [10].

The final aspect to consider is a potential for academic dishonesty. The accessibility of information through digital devices raises concerns about academic integrity, as students may be tempted to engage in corrupt practices such as cheating and plagiarism. The ease of accessing unauthorizes resources during assessments can undermine the educational process and diminish the value of academic achievements [11].

As it was stated earlier, the integration of digital technology into education has blended with traditional teaching methods, making the process more inclusive. These reflections lead us to uncover what methods or approaches an educator can implement to make the learning process effective with minimal challenges. These approaches encompass blended learning, personalized instruction and collaborative learning, each offering distinct benefits in classroom settings.

Blended learning is a combination of face-to-face teaching and online teaching to create a seamless and complementary learning experience. This approach is about optimizing learning through a carefully structured balance of both methods. The key moment is to select the right blended learning model. Some popular models include:

1) Flipped classroom model. Students watch instructional videos or read given materials before class, allowing more time for discussions and activities in the classroom. Incorporating materials relevant to the curriculum can help students better understand cultural contexts while improving their listening and comprehension skills.

2) Rotation model. Students rotate between different stations, which could include teacher-led instructions, online activities and group discussions. Implementing such model to facilitate collaborative learning can promote teamwork and communication among students. Tools like discussion forums, collaborative documents and online learning platforms enable students to work together on projects, exchange ideas, share resources and provide feedback to one another, which aligns with the principles of collaborative learning.

3) Flex model. A self – paced approach where students primarily learn online but at the same time have in – person support from a teacher. Such method requires continuous monitoring from teachers and adaptation of teaching methods based on student's feedback. This responsiveness allows them to refine their approaches and ensure that the instructional materials remain effective and relevant [12].

The last aspect introduces to us personalized instructions, where content, pacing and teaching methods are adapted to match each student's unique needs, preferences and interests. This approach not only aids them for academic growth, but also fashions them for lifelong success.

This study was designed to investigate the impact of integrating media technologies into English Language Teaching on student engagement and participation at Pavlodar Pedagogical University named after A. Margulan. A mixed-methods approach was employed to combine quantitative data from structured assessments with qualitative insights from student feedback, aligning with contemporary educational research methodologies [13]. Research was conducted in three distinct stages: pre-experiment preparation, experimental intervention, and post experiment evaluation. This section outlines their participants, digital tools, data, collection, instruments and procedures used to ensure a robust and replicable study.

Study involved for English language learners aged 19-20, all enrolled in the second year of the foreign language education program at Pavlodar Pedagogical University named after A. Margulan. Participants were divided into two groups of approximately 20 students each: Group A (control group) and Group B (experimental group). Both groups had similar language proficiency levels (B1-B2 according to the CEFR), ensuring that differences in outcomes could be attributed to instructional methods rather than prior language ability. The selection of participants was based on the following criteria:

1. Digital literacy: as representatives of the digital native generation, participants demonstrated proficiency in using digital devices and online platforms, which was critical for engaging with media technologies.

2. Access to technology: all participants had access to personal devices, such as laptops or smartphones, and reliable Internet connectivity, ensuring the feasibility of the experimental intervention.

3. Homogeneity: selecting students from the same academic program, minimize variations in educational background and ensure a consistent baseline for comparison. [14, p. 34]

The experimental group utilized range of media tech technologies selected for their ability to enhance interactivity, collaboration, and authentic language exposure. The following tools were employed:

Wordwall: an interactive platform for creating quizzes, matching games and board games to activate prior knowledge and rainforest vocabulary and grandma skills.

LearningApps: two for design, designing interactive, exercise exercises, such as crosswords and clothes, tests to support personalized practice and immediate feedback.

ChatGPT: an AI-driving conversational tool used to stimulate real-world, language, interactions, enabling students to practice, speaking and writing in contextual scenarios.

Padlet: the collaborative online board for group project, allowing students to share ideas, resources and feedback in real time.

Grammapp: A mobile application created by D.E. Sheriyazdanova [14, p. 46] focused on grammar exercise exercises, providing tasks tailored to enhacing student performance.

Mixed method experimental design was adopted to compare the effectiveness of traditional and technology enhanced teaching approaches. The studies spent four weeks and was structured as followed:

1. Pre-experiment stage. Both groups attended three English lessons using traditional methods (text books, lectures, and paper-based exercises) to establish a baseline for engagement. Structured assessment rubric (Table 1) was used to evaluate voluntary participation, group work, attention, task completion, and self-reported engagement. Data was collected through teacher observations and student self-assessments.

2. Experimental stage. Group A continued with traditional methods, including reading passages, grammar drills and face-to-face group activities with delayed feedback. Group B's lessons incorporated media technologies for at least 50% of instructional time, following a blended learning model. Lessons began with digital warm-up activities (e.g., quizzes on Wordwall), followed by video or audio materials and digital readings to provide authentic language input. Collaborative tasks were managed via Padlet. AI-driven tools like ChatGPT were used for conversational practice. Teachers facilitated technology use, monitored progress through platform analytics and provided real-time feedback.

The primary tool for assessed motivation was a structured rubric (Table 1), which evaluated five criteria: voluntary participation, group/pair work, attention/focus, task completion and self- motivation. Each criterion was scored on a scale from 1 to 4, except for attention/focus and self- motivation, which used a 1 – not motivated – to 5 – highly motivated scale. As completion was calculated as a percentage of completed exercise exercises. Observations were supplemented by platform specific analytics (e.g., completion rates on Wordwall, interaction logs on Padlet) student service to gather qualitative feedback on motivation and perceived effectiveness of the tools.

Quantitative data from the rubric were averaged per student and a cross groups for each stage. Participation events (e.g., raising hands, contributing to discussions) were recorded during lessons. Qualitative data from service were analyzed automatically to identify patterns in student perceptions. Statistical comparisons between groups were conducted to determine the significance of differences and engagement levels, using descriptive statistics to present collected findings.

This methodology insured a comprehensive evaluation of media technology integration, balancing tentative matrix with qualitative insights to provide a holistic understanding of its impact on student engagement in English Language Teaching.

Table 1 – Rubric for Assessing students' motivation and participation

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs improvement (1)
Voluntary participation (per lesson)	Actively contributes multiple times without prompting; initiates discussions and asks questions.	Participates voluntarily several times; responds to prompts interest.	Participates occasionally when prompted; limited contributions.	Rarely or never participates voluntarily; mostly passive during the lesson.
Group/pair work (per lesson)	Constantly engaged in group activities; collaborate effectively and encourages peers.	Participate, actively in group work; cooperates well with others.	Participate in group work when assigned; limited initiative in collaboration.	Avoids group work; little corporation with peers.
Attention/ focus (scale 1-5)	Completes all assigned tasks on time with high-quality; often exceeds expectations	Completes most tasks on time with satisfactory quality.	Completes some tasks, but occasionally late or incomplete.	Frequently fails to complete tasks or submits poor-quality work.
Task completion (%)	Maintain full attention through throughout lessons; highly engaged with the content.	Usually focused during lessons; minor distractions that do not affect overall motivation.	Sometimes distracted; needs reminders to stay on task.	Frequently distracted; struggles to maintain focus.
Self-motivation	Reports feeling very engaged, interested and motivated during lessons consistently.	Generally, feels engaged and interested most of the time.	Occasionally feels engaged; motivation varies throughout lesson.	Rarely feels engaged or motivated; expresses disinterested in learning activities.

Results and discussion

The experiment aimed to test the hypothesis that integrated immediate technologies into English language teaching enhances students' motivation participation in task completion, compared to traditional methods. Conducted over four weeks at the Pavlodar Pedagogical University named after A. Margulan, the study compared to groups of second year students: Group A (control, traditional methods) and Group B (experimental, media-enhanced methods). The results presented in Tables 2 and 3 demonstrate significant improvements in motivation metrics for the experimental group supporting the hypothesis and aligning with prior research on technology enhanced learning. This section, analyzes, quantitative and qualitative findings, highlighting the impact of media technologies in the impractical implications.

The pre-experiment data in Table 2 established the baseline, showing similar motivation levels for both groups on the traditional instruction. Group A averaged 1.6

voluntary participation per lesson, 1.6 in group/pair work, 78% task completion, 2.8 attention/focus on the 1-5 scale and 2.8 self- motivation. Group B's scores were comparable (1.7, 1.5, 79%, 2.7 and 2.9, respectively), confirming no significant initial differences.

Table 2 – Pre experiment data

Criteria	Group A	Group B
Voluntary participation (per lesson)	1.6	1.7
Group/pair work (per lesson)	1.6	1.5
Attention/focus (scale 1-5)	78%	79%
Task completion (%)	2.8	2.7
Self- motivation	2.8	2.9

The goal of the Second stage was to examine how the usage of digital tools at the English classroom would influence student motivation and participation. Instructional time at this stage preferred blended approach. For at least 50% of each lesson, students from Group B (experimental) were occupied by interactive digital tools specifically chosen to enhance interaction, collaboration and authentic language exposure. The remaining time of the lesson followed traditional methods.

Each lesson of Group B for warm – up tasks began with a digital quiz to activate prior knowledge and set the context of the lesson. Lessons were incorporated with video materials, audio clips and digital readings to foster authentic language input and stimulate discussions. Group works were managed through online platforms where students were assigned roles and deadlines, mirroring real – world teamwork. Teacher acted as a guide, facilitating students in using technology, troubleshooting technological issues and encouraging active participation. They monitored progress in real time through both observation and digital analytics.

As for control group classroom activities included reading passages, grammar drills and oral question and answer tasks without the help of digital media. Group projects were conducted face to face and they received feedback verbally or in writing, often with a delay.

Post experiment data shown in Table 3 revealed substantial improvement in Group B. Voluntary participation increased to 4.5 (a 164% improvement), group/pair work to 4.2 (180% improvement), task comp completion to 96% (23% improvement), attention/focus to 4.4 (57% improvement), and self- motivation to 4.5 (55% improvement). In contrast, Group A showed modest gains: voluntary participation rose to 2.0 (25%), group/pay work to 2.0 (25%), task completion to 80% (2.6%), attention/focus to 3.0 (7%) and self-

motivation to 3.0 (7%). These differences suggest that media technologies significantly enhance engagement with group B out performing group across all criteria.

Table 3 – Post experiment data

Criteria	Group A	Group B
Voluntary participation (per lesson)	2	4.5
Group/pair work (per lesson)	2	4.2
Attention/focus (scale 1-5)	80%	96%
Task completion (%)	3	4.4
Self- motivation	3	4.5

Qualitative data from student service provided deeper insights into the experimental groups experience. Thematic analysis identifies three key themes:

1) Increased motivation. Student students in Group B described lessons as interactive and fun, noting that to like Wordwall and ChatGPT made learning “more engaging” and “relevant to real life”. For example, one student commented “Using ChatGPT to practice conversations felt like talking to a real person, which motivated me to speak more”.

2) Collaborative learning. Padlet’s collaborative board encouraged teamwork with student students reporting “working together online was easier because we could share ideas instantly”. These alliance with research on collaborative digital tools enhancing peer interactions. [13]

3) Personalized learning. Tools like grammar and learning arts allow students to progress at their own pace, with adaptive exercises, addressing individual needs. Students appreciate the immediate feedback, stating “I could see my mistakes right away and fix them”.

In contrast, Group A students reported lower motivation, often describing lessons as “repetitive” and “less exciting”. These findings, collaborate the quantitative data, highlighting the emotional and cognitive benefits of media-enhanced instruction.

The results confirmed the hypothesis that immediate technologies enhance motivation in English language teaching. The significant improvement in Group B’s metrics align with expected outcomes at digital tools, provide provided authentic language, exposure, interactivity and immediate feedback consistent with prior studies. The near complete task completion (96%) in Group B suggest that media technology is not only motivated students, but also facilitated effective learning processes. However, Group A’s modest improvements indicate that traditional method still contributes to progress, though at a slower rate, consistent with natural learning progression overtime.

The findings have significant implications for English language teaching. Scientifically the study contributes the growing body of research on blended learning

by demonstrating the efficacy of specific tools (Wordwall, LearningApps, ChatGPT, Padlet, Grammapp) in a university context, addressing a gap in localized empirical studies. Practically the results of educated evidence-based tragedies for integrating media technologies to enhance motivation. For instance, using Padlet for collaborative projects can foster teamwork, while AI-driven tools like ChatGPT can stimulate real-world language use. These strategies can be adopted in other universities as well.

Conclusion

The post – study results clearly demonstrate that integrating media technology into English language environment significantly enhances students' motivation, participation and task completion. Students of Group B doubled their voluntary contributions, indicating increased willingness to be more active in lessons. Collaboration was more dynamic in experimental group since students showed enthusiasm and consistent involvement, additionally by demonstrating near – complete task completion. Students also described lessons as "more interactive" and reported significantly higher interest, affirming the positive emotional impact of digital tools. While control group showed only modest improvements, consistent with matter – of – course progression over time.

While some may express concern that digital tools could reduce student interaction, collaborative learning ensures active engagement remains integral to the lesson. This article has demonstrated that digital technology is no longer optional but essential for creating engaging learning environments. Thoughtful integration of it transforms education into a personalized, collaborative and dynamic learning experience. As education continuous to evolve, embracing these methods will prepare students for a tech – driven future while ensuring inclusivity and accessibility in classrooms worldwide.

Contribution of the authors:

Sheriyazdanova Dana – was responsible for the conceptualization and experimental design of the study. She conducted the pedagogical experiment at Pavlodar Pedagogical University named after A.Margulan, integrated in media technologies, such as Wordwall, LearningApps, CHatGPR and Padlet into English language teaching. She self-developed and tested the mobile application Grammapp for grammar exercises, tailored to enhance students' motivation. Sheriyazdanova coordinated data collection, analyzed qualitative feedback and contributed to the interpretation of results. She also drafted the manuscript, focusing on the localized implementation of blended learning models within the Kazakhstani educational context.

Muazzam Ali Khan Khattak – provided theoretical guidance and expertise in media technology integration. He contributed to the research framework, ensuring alignment with global trends in digital pedagogy and edge computing. Khattak supervised the statistical analysis of quantitative data, validated the methodological approach and supported the interpretation of AI-driven tools' impact on students' motivation. As Director of ICESCO Chair for Data analytics and Edge computing, he facilitated access to advanced technological resources and ensured

ethical compliance. His contributions also included critical revisions of the manuscript and recommendations for scaling the findings to international contexts.

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Ағылшын тілін оқыту барысында технологияларды студенттердің ынтасын арттыру үшін пайдалану

Аннотация. Бұл мақалада жоғары білім берудегі ағылшын тілін оқытуда технологияларды интеграциялау зерттеленеді. Дәстүрлі әдістердің тиімділігінің төмендеу әсерінен студенттердің ынтасын арттыру қажеттілігі зерттеудің негізгі қозғаушы күші болып табылады. Зерттеудің мақсаты – интерактивті платформаларды (Wordwall, LearningApps), геймификация мен жасанды интеллектке негізделген ресурстарды (ChatGPt, Grammapp) және де цифрлық құралдардың университет студенттерінің қызығушылығын, белсенділігін және оқу нәтижелерін жақсартудағы рөлін ашу. Бұл зерттеу инновациялық технологиялар мен дәстүрлі педагогикалық тәсілдерді біріктіретін аралас оқуты модельдеріне назар аударады. Мақаланың ғылыми және тәжірибелік маңыздылығы – тілдік ортаны нақтыландыратын, әртүрлі оқу стильдерін қолдайтын және ынтымақтастық дағдыларды дамытатын тиімдік стратегияларды жасауда. Зерттеу Ә.Марғұлан атындағы Павлодар педагогикалық университетінің тәжірибелік деректеріне сүйене отырып, Қазақстан контекстіне бейімделген медиа технологияларды қолданудың жергілікті моделін ұсынады. Зерттеудің ғылыми үлесі – инклюзивті және ынталандыратын білім беру ортасын құруға эмпирикалық тәсілдерге негізделген ұсыныстарды әзірліп қана қоймай, Қазақстанда және одан тыс мемлекеттерде тілдік білім беруді жаңартуға ықпал ету. Алынған нәтижелер студенттердің өздігінен жұмыс жасай алу деңгейін көтеріп, цифрлық педагогиканы дамытуға мүмкіндік береді. Ұсынылған тәсіл цифрлық педагогиканы дамытуға, тілдік құзыреттілікті тереңдетуге әрі білім беру сапасын көтеруге мүмкіндік береді.

Кілтті сөздер. Медиа технологиялар, аралас оқыту, жасанды интеллектке негізілден ресурстар, студенттердің ынтасы, сандық құралдар, ағылшын тілін оқыту.

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Использование технологий для повышения мотивации студентов при изучении английского языка

Аннотация. В условиях стремительного развития цифровых технологий и трансформации образовательной среды возрастает необходимость модернизации методов преподавания иностранных языков, в частности, английского языка, в высших учебных заведениях. В данной статье рассматривается интеграция медийных технологий в преподавание английского языка как средство повышения мотивации студентов и преодоления ограничений традиционных методик. Целью исследования является анализ эффективности использования цифровых ресурсов, включая интерактивные платформы (Wordwall, LearningApps), элементы геймификации и интеллектуальные инструменты на базе искусственного интеллекта, такие как ChatGPT, Grammapp, в формировании устойчивой

мотивации, в развитии коммуникативных навыков и улучшении образовательных результатов студентов. В центре внимания – модели смешанного обучения, сочетающие традиционные педагогические подходы с инновационными технологиями. Практическая значимость работы заключается в разработке стратегии, адаптированной к казахстанскому контексту, на основе эмпирических данных, собранных в Павлодарском педагогическом университете имени Ә. Марғұлан. Предлагаемая модель способствует созданию инклюзивной и мотивирующей языковой среды, учитывающей разнообразные стили обучения и стимулирующей сотрудничество. Результаты исследования направлены на модернизацию языкового образования как в Казахстане, так и в международной практике.

Ключевые слова. Медиа технологии, смешанное обучение, ресурсы, управляемые ИИ, мотивация студентов, цифровые инструменты, преподавание английского языка.

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