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**ПРИМЕНЕНИЕ СОВРЕМЕННЫХ ИКТ
ДЛЯ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ
ОБУЧЕНИЯ И ОПТИМИЗАЦИЯ
ТЕСТИРОВАНИЯ ПРИ ИЗУЧЕНИИ
ДЕЛОВОГО АНГЛИЙСКОГО ЯЗЫКА В
УНИВЕРСИТЕТЕ**

**ИСТИФОДАИ ТИК-И МУОСИР
БАРОИ БАЛАНД БАРДОШТАНИ
САМАРАНОКИИ ОМУЗИШ ВА
БЕҲИНАСОЗИИ САНЧИШҶОИ ТЕСТИ
ҲАНГОМИ ОМУЗИШИ ЗАБОНИ
АНГЛИСӢ ДАР ДОНИШГОҲ
APPLICATION OF MODERN ICT FOR
IMPROVE LEARNING EFFICIENCY AND
OPTIMISE TESTING IN LEARNING
BUSINESS ENGLISH AT UNIVERSITY**

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Ключевые слова: информационно-коммуникационные технологии, Интернет, веб-сайты, мобильные приложения, информационные технологии, дистанционное обучение, онлайн-обучение, личностно-ориентированный подход, социальный конструктивизм, информационная компетентность, оценка качества знаний, модульная система тестирования, тест в режиме реального времени

Рассматривается значение информационно-коммуникационных технологий в современном образовательном процессе. Новая модель обучения подразумевает широкое использование ИКТ в различных формах: тестовые оболочки, обучающие программы и платформы, электронные ресурсы, Интернет. Также подчеркивается актуальность перехода к новым формам обучения, основанных на принципах использования компьютерных технологий. Кроме того, уделяется внимание тестовому контролю как оценке качества знаний, но в современном формате, который позволяет, благодаря возможностям технологий, проводить тестирование многочисленной аудитории дистанционно.

Калидвожаҳо: технологияҳои иттилоотӣ-коммуникатсионӣ, интернет, сомонаҳо, замимаҳои мобилӣ, технологияҳои иттилоотӣ, омузиши фосилавӣ, таълими бархат, равиши шахсии донишҷӯмеҳвар, сохторгароии иҷтимоӣ, салоҳияти иттилоотӣ, баҳодихии сифати дониш, низоми тести модулӣ, вақти санҷишӣ, вақти воқеӣ

Аҳамияти технологияҳои иттилоотӣ ва коммуникатсионӣ дар раванди таълими муосир баррасӣ карда мешавад. Модели нави таълим истифодаи густурдаи ТИК-ро дар шаклҳои гуногун-қабатҳои санҷишӣ, барномаҳо ва платформаҳои таълимӣ, захираҳои электронӣ, интернет дар назар дорад: Аҳамияти гузаитан ба шаклҳои нави таълим дар асоси принципҳои истифодаи технологияҳои компютерӣ низ таъкид шудааст. Илова бар ин, ба назорати тести ҳамчун баҳодихии сифати дониш тавачҷӯҳ зоҳир карда мешавад, аммо дар формати муосир, ки ба шарофати имкониятҳои технология имкон медиҳад, ки аудиторияи калонро ба таври фосилавӣ санҷанд.

Key words: information and communication technologies, Internet, websites, mobile applications, information technologies, distance learning, online learning, person-centred approach, social constructivism, information competence, knowledge quality assessment, modular testing system, real-time test

This article discusses the importance of information and communication technologies in the modern educational process. The new model of education implies a wide use of ICT in various forms: test shells, training programmes and platforms, electronic resources, Internet. The relevance of transition to new forms of learning based on the principles of using computer technologies is also emphasised. In addition, attention is paid to test control as an assessment of the quality of knowledge, but in a modern format, which allows, thanks to the possibilities of technology, to test a large audience remotely.

Introduction

In the digital age, the integration of information and communication technologies into educational process and testing practices is becoming particularly relevant. It should be mentioned that experts in strategic problems of education name this form of learning as the educational system of the 21st

century. It allows to construct individual routes for students studying business English and involves careful and detailed planning of each individual student's activity. As we can see, the Internet has become a major learning tool.

Firstly, both teachers and learners use the Internet as a search engine to get ready for classes, which helps save up time during the learning process and allows you to get an access to more resources. The brightest example is an electronic library that can be considered as a source of educational, didactic and educational-methodical materials to be used by an educator or a student.

Secondly, the Internet is sure to expand the ways educators, students and school management communicate between each other. On-line or off-line communication on thematic forums and chats fosters the formation and development of writing skills being an element of communicative competence. Thus, distance learning is becoming a popular way of getting not only knowledge but also Bachelor's or Master's degree [1, p.616]

Finally, any form of assessment can be carried out online on the websites of educational Web-sites, as well as on sites of educational institutions. Obviously, the rapid expansion of the Internet has led to the appearance of numerous educational computer programs that determines the way modern education is developing.

At present, the development and use of information technologies of distance learning and testing is becoming particularly relevant. It is no coincidence that this form of learning is called the educational system of the 21st century by specialists in strategic problems of education. It provides an opportunity to build individual trajectories of learning Business English and assumes careful and detailed planning of each individual student's activity [2, p.15].

Before talking about the role of information and communication technology in education, it is necessary to understand its definition. Information and communication technology (ICT) is a pedagogical technology that "uses special software and hardware to access various information sources (electronic, printed, instrumental, human) and tools for collaborative activities aimed at obtaining a specific result" [3, p.83].

Modern ICT has brought about a revolution in education. The first changes in the practical implementation of network technologies appeared in higher education. For example, the emergence of distance education. However, higher education institutions face certain difficulties, which were highlighted by I. G. Zakharova in her work "Information Technologies in Education". They consist of the following:

the growth of information, which determines the content of education, is incompatible with the limited time of education;

higher education institutions play the role of "one of the main repositories of traditions and scientific heritage", which contradicts the fact that higher education institutions should be at the forefront of science and use the latest achievements in education;

higher education institutions are called upon to provide a broad range of specialist training,

observing the general requirements of the relevant state standards, and at the same time to ensure the educational process taking into account the individual characteristics and capabilities of students;

higher education institutions provide education to people who have already made their choice, and therefore it is assumed that they have a conscious attitude to the acquisition of knowledge. However, in practice this is far from being the case, and a variable approach to the organisation of the educational process is required [21, P.192-194].

With the emergence of new information and communication technologies and their widespread use, it is expected that they will contribute to overcoming these difficulties: from the introduction of technology into the education process, to the complete reorganisation of educational institutions and the teaching process [5, P.6-7].

From the world experience we can understand that the solution of educational problems begins with the professional training of teachers. Without qualitative growth of pedagogical professionalism, humanity will be doomed to remain in the past. In this regard, it becomes extremely important to train future school and university teachers in a way that is based not only on fundamental knowledge in the chosen field, but also on general culture, including information culture. Teachers of the new generation should be able to select and apply those technologies that fully correspond to the content and objectives of a particular discipline and contribute to "achieving the goals of harmonious development of students, taking into account their individual characteristics" [4, p.527].

Domestic and foreign scientists offer many assessments of the possibilities of information and communication technologies. I. V. Robert considers the possibilities of the computer from the point of view of the target approach in teaching and singles out the following main pedagogical goals of using the means of modern information technologies: [9, P.35-37].

1. Intensification of all levels of the educational process through the use of modern ICT tools: increasing the efficiency and quality of the learning process; increasing the activity of cognitive activity; deepening inter-subject links; increasing the volume and optimising the search for necessary information.

2. Development of the learner's personality, preparation of the individual for a comfortable life in the conditions of the information society: development of various types of thinking; development of communicative abilities; formation of skills to make an optimal decision or offer options in a complex situation; aesthetic education through the use of computer graphics, multimedia technology; formation of information culture, skills to process information; development of skills to model a task or situation; formation of skills to carry out experiments

3. Work to fulfil the social order of society: training of an information-literate person; training of a computer user; implementation of career guidance in the field of informatics. Domestic authors consider the following goals and objectives of ICT in education.

The main goal of informatisation of Russian education is the global rationalisation of intellectual activity through the use of new information technologies, radical improvement of the quality of training specialists with a new type of thinking that meets the requirements of the information society. In order to achieve the above goal, it is necessary to solve the tasks, conditionally divided into economic, social, educational, educational and managerial [10,P.82-86].

Economic tasks: to provide educational institutions with communication technologies for information transfer and mass access to unified world information resources.

Social objectives: training of specialists for professional activity in the information environment of the society, who possess new information and communication technologies; formation of a new information culture in the society; formation of a new information worldview in people.

Educational objectives: improving the quality of training of specialists on the basis of using modern information and communication technologies in the educational process; application of active teaching methods, increasing the creative and intellectual components of learning activities; integration of different types of educational activities (teaching, research, etc.); adaptation of ICT training to the individual characteristics of the learner; development of new information learning technologies that contribute to the activation of cognitive activity of the learner.

Educational tasks: introduction of new schemes, technologies and methods of educational work with the use of information technologies; use of means of joint information technologies for the organisation of intellectual leisure of students.

Management tasks: creation of information base of educational institutions. O. I. Pashchenko singles out the following aspects of educational means of information technologies: [14,P.56-63].

1. Motivational aspect. The use of ICT contributes to the increase of interest and formation of positive motivation of students, as the following conditions are created: maximum consideration of individual educational opportunities and needs of students; a wide choice of content, forms, pace and levels of training sessions; disclosure of creative potential of students; mastery of modern information technologies by students.

2. Content aspect. The possibilities of information technologies can be used: to build interactive tables, posters and other digital educational resources on individual topics and sections of the academic discipline, to create individual test mini-lessons; to create interactive homework and simulators for independent work of students.

3. Teaching and methodological aspect. Information technologies can be used as educational and methodological support for the educational process. A teacher can use various educational tools of information technologies at all stages of a training session. In addition, the teacher can use a variety of digital educational resources in designing educational and extracurricular activities.

4. Organisational aspect. Information and communication technologies can be used in different variants of training organisation.

5. Control and assessment aspect. Computer tests and test tasks can be used for various types of knowledge control and evaluation. Tests can be conducted online (conducted on a computer in interactive mode, the result is evaluated automatically by the system) and offline (evaluation of results is carried out by a teacher with comments, work on errors). Let us consider the main features and possibilities of using Internet technologies in training in the development of computer-based learning and communication tools: increasing the visibility of information presentation; increasing the interactivity of created software tools; creating a virtual environment inaccessible reality; voicing and animating objects; restoring the speech component of interaction; creating the image of an assistant - "pedagogical agent"; creating software tools for correctional pedagogy; increasing the emotional and psychological load [12,P.13-31].

Thus, the penetration of modern ICT in education allows teachers to qualitatively change the content, methods and organisational forms of education. The purpose of these technologies in education is to strengthen the intellectual capabilities of students in the information society, as well as to humanise, individualise, intensify the learning process and improve the quality of learning at all levels of the educational system [16, P.9-12].

For full immersion in the foreign language communicative environment "it is necessary to show students the sights of the country of the studied language" some events taking place on its territory, which is easy enough to do today with the help of Internet technologies and resources, but it should correspond to the goals and objectives of learning in a particular classroom and not "substitute the work" on the language material and the development of professionally significant language skills and competences [17, P.81-85].

The teacher should perform the following activities: prepare the required tasks, be responsible for general organisation, advise, monitor the order and time needed to execute the plan, formulate questions to be discussed in groups. The teacher's task is to "teach students to acquire knowledge independently, to navigate freely in it, to apply it in practice, to form their own opinions, to use previously acquired knowledge, as well as to properly organise effective classroom and independent work of the learner". Thus, the teacher has to spend a certain amount of time and effort to prepare lessons [18, P.20-21].

The following rules related to the organisation of the learning process with the use of information technologies should be observed: all participants of the learning process should be involved in the work to some extent; it is necessary to make sure that the material and forms of work are suitable for all students; in order to create the necessary atmosphere, it is necessary to think about rewards for active work, opportunities for self-actualisation and various warm-ups; the room where the class is held should be conducive to the work of students in both large and small groups; it is necessary to make sure that the material and forms of work are suitable for all students. Working with mobile technologies in general and mobile applications in particular requires "an initial level of information and self-educational competences, allowing to improve and develop these competences further". When using mobile applications in the learning process, it is necessary to take into account the availability of these applications in different operating systems, "as learners may have mobile devices running on Apple, Android, Nokia, Blackberry, etc.". Due to the large number of available applications in online shops and with the available possibility for each user to create their own applications, "authorship is a determining criterion in the selection of mobile applications". It is also worth noting that there are not only free resources on the Internet, but also paid resources [19, p.164].

As practice shows, the Internet becomes the main tool in many cases of learning.

Firstly, the Internet is used as a search engine for both students and teachers to prepare for classes, which speeds up the learning process, saves time and allows to cover more sources. A vivid proof of this is the use of digital libraries with the possibility of quick access to a large number of reference materials, referring to them as a source of didactic and teaching and learning materials for further processing by students or processing by the teacher.

Secondly, the Internet expands the possibilities of communication between the teacher, students and the management of the educational institution. On-line or off-line communication on thematic forums and chat rooms creates an environment for the formation and development of basic speech skills as a basis for communicative competence.

Thanks to the Internet, distance learning is becoming a widespread form of knowledge acquisition, enabling students to become in-service graduates, even at the international level. Finally, real-time testing can be carried out, available on the sites of educational Web-portals, as well as on the servers of educational institutions. The wide use of the Internet and its rapid development has led to the creation of numerous special computer programmes, which determine, in many respects, the nature of modern education.

Nowadays, teachers face the problem of searching for a new model of teaching, finding ways to increase students' cognitive interest in learning Business English, strengthening their positive motivation in learning, so the use of various forms of information and communication technologies (ICT) in the learning process becomes relevant.

The use of ICT in education should aim to realise the following objectives:

- support and development of systematic thinking of the learner;
- support of all types of cognitive activity of the student in the acquisition of knowledge, development and consolidation of skills and abilities;
- implementation of the principle of individualisation of the learning process while preserving its integrity.

As studies of German scientists have shown, a person remembers only 10% of what he reads, 20% of what he hears, 30% of what he sees; 50-70% is remembered when participating in group discussions, 80% - when independently discovering and formulating problems.

And only when the learner is directly involved in real activity, in independent problem-solving, developing and making decisions, formulating

conclusions and forecasts, he memorises and assimilates the material by 90%.

In modern conditions, taking into account the great and serious interest of students in information technologies, it is possible to use this opportunity

as a powerful tool for developing motivation in Business English classes, as the use of new ICT allows to diversify not only the forms of work, but also to activate students' cognitive activity, to provide a high degree of differentiation of learning; to improve the control of knowledge, skills and abilities, to make the lesson more interesting and memorable.

The undoubted advantage of using ICT is the shift of the centre of gravity from verbal methods of teaching to methods of search and creative activity for both teachers and students.

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Preliminary analysis shows that modern information technologies:

- accelerate the process of teaching Business English by 1.5-2 times;
- contribute to the growth of students' interest in the subject, providing positive motivation for learning;

- improve the quality of learning by 2 times;

- allow individualising the learning process, forming skills of independent work;

- contribute to the activation of cognitive processes and the development of research activity;

- develop information and communication competence;

- make it possible to avoid subjectivity of assessment, because in the electronic highly informative educational environment the teacher and the learner have equal access to information and learning content.

Thus, by integrating ICT into Business English teaching, we give university students a great opportunity to systematise knowledge and skills, apply them in practice, and realise their intellectual potential and abilities [13,P.4-11].

I would like to dwell separately on the positive aspects of distance learning:

- Individual pace of learning: the speed of learning is set by the students themselves depending on their personal circumstances, on their state of health.

- Freedom and flexibility: the learner can plan the time, place and duration of the session independently.

- Accessibility: the session does not depend on the geographical and temporal location of the learner and the teacher.

- Mobility: feedback between the teacher and the learner, which is one of the main requirements and bases for the success of the learning process.

- Creativity: comfortable and familiar conditions for creative self-expression of the learner.

- Cost-effective: the cost of training is half that of conventional classroom training.

- Efficiency: personalised approach guarantees fast results!

These technologies allow students to consult with teachers in real time wherever they are, take tests, and pass exams.

It is possible to complete any level of education remotely: from primary to higher education; or to study a separate discipline. People of different ages and with different physical abilities can receive education remotely. With a high degree of autonomy, students can contact the instructor at almost any time.

The advantage of this way of learning is that it takes place in a psychologically comfortable, familiar environment, at an individual pace [20,P.153-158].

The learning process is carried out in conditions of constant active interaction of all students. The student and the teacher are equal subjects of learning. The dominance of any participant of the process is excluded. In this regard, it seems relevant to develop methods of managing students' independent work when studying Business English on the basis of remote interaction.

This process involves:

- the creation of methodological systems of teaching, oriented to the development of the intellectual potential of the learner, to the formation of skills to independently acquire knowledge, to carry out information-learning, experimental-research activities, various types of independent information processing activities;

- creation and use of computer-based testing, diagnostic methods of control and evaluation of students' knowledge level.

Computer-based testing plays a special role in the study of business English. One of the most popular methods of knowledge testing - online testing - should be emphasised. The main principle of such tests is the use of clearly defined questions and tasks divided into groups depending on their importance.

The most obvious advantages of online testing are conducting the test regardless of the location of the tested person, almost instant analysis of the obtained results, anonymity - no access to the test results of unauthorised persons, the formation of a database of test results, which will allow to assess the dynamics of learning ability, the lack of time constraints in testing, the ability to consider a particular issue from several points of view. All this once again confirms the thesis that online testing is the most effective, fast and flexible way to test the knowledge of students.

It is legitimate to ask the question: "Does computer-based testing in learning Business English have an advantage over other types of quality control of learning material?". The answer is obvious - of course, because it is a simultaneous control of knowledge of a large number of students and, as a consequence, the reduction of time for its implementation. Computer testing allows you to give a comprehensive assessment of the quality of learning material and to carry out this assessment systematically, to identify typical errors and shortcomings in teaching and learning material. Systematic use of test methodology and analysis of its results allows the teacher to adjust the teaching methodology, focus on poorly mastered sections, make adjustments to the curriculum, and the use of computer testing develops cognitive and analytical abilities of students, motivates them to learn foreign languages using innovative training programmes.

A special place in the testing system belongs to the testing of current academic performance. The teacher evaluates the acquired abilities of students, the ability to use certain speech turns of a particular language material in certain conditions of communication.

For the rational use of testing in learning a foreign language, the teacher should fulfil several conditions - validity, reliability and practicality. Fulfilment of these conditions allows to use the saved teaching time more effectively.

The validity of the current performance tests depends largely on the extent to which the tests fulfil their objectives and the results correspond to the set tasks.

Computer testing is of great importance on the way of development of methods of control over the material learnt by students. The introduction of testing as a method of pedagogical control allows gradual transition from subjective assessments to objective methods of evaluating students' results. However, this pedagogical innovation as another step towards a renewed system of education should be carried out on the basis of a strict scientific basis, with emphasis on pedagogical experiments and scientific research. Testing should not replace traditional methods of pedagogical control, but should only supplement them to some extent[21, P.192-194].

Thus, with the help of information technologies, students are able to independently search, analyse and select the necessary information, which contributes to the formation of key competencies, development of analytical and reflective abilities of students, implementation of their creative potential. The teacher, using ICT in his/her activity, also gets an opportunity to reflect on his/her activity, to assess the compliance of the methods of work with the goals and the result obtained. Greater individualisation of learning activities, in which students themselves determine the content of the subject of study, and the teacher determines the content of the subject of study.

the content of the subject matter and the teacher implements the principles of person-centred learning, transforming the educational process in accordance with the challenges of modernity.

Main sites.

Lingualeo.com is a fun, effective and free service for learning English. A popular resource with Leo the lion cub, remembered by many users for the fact that he needs to be fed with "meatballs" while performing various tasks. Navigation and materials of the site are fully Russian, so students will find it easy to navigate the site and use all its features. The resource allows you to learn words, compose phrases, read articles, listen to songs, watch videos with lyrics, while translating unfamiliar words, etc.

Duolingo.com is another Russian-language universal site for learning English for beginners. On Duolingo you can practice all your skills, and you will be accompanied by a funny green owl. Duolingo offers you to learn words immediately in context, in short simple sentences. This is very convenient: you learn not just 10 new words, but 10 new phrases, even if they are simple, but you can use them in your speech.

Learn It is a website that allows you to learn English on your own in a group of like-minded people. It offers a 3-month marathon, with tasks posted every 3 days for users of all language levels. British Council websites

LearnEnglish Kids is a free fun educational site for children aged 5 to 12 learning English. The site offers lots of online games for memorising grammar rules and developing vocabulary, songs, stories and poems in English, videos and a range of interactive exercises and tasks that make learning English fun.

LearnEnglish Teens is designed specifically for 13-17 year olds learning English. The site's diverse materials will help them develop their listening skills, learn to write English creatively and without mistakes, and learn phrasal verbs through video comics, games and puzzles.

LearnEnglish contains hundreds of pages of engaging audio and video tutorials and over 2,000 interactive grammar exercises. You will find educational games, business English learning materials, and practice materials for preparing for the IELTS exam.

Complex and prominent sites

Rong Chang - a good site for beginners: lots of spoken dialogues and beginner level texts.

Easy World of English - this site offers grammar, pronunciation, reading, listening and interactive vocabulary exercises. Examples are voiced, lessons are divided into 3 levels, each divided into subtopics.

English Daily is a site for daily lessons, where you will find: word of the day, grammar of the day, exercises, games, etc.

Busuu is an international community for learning many languages. Here you will find daily lessons on listening, grammar, vocabulary, writing and reading. If it is possible to communicate with native speakers, there are also paid features.

Communicating with native speakers Lang 8 is a site where you can write a post in the language you are learning, with mistakes corrected by native speakers of that language.

Polyglot Club, My Language Exchange, Interpals, Conversation Exchange - sites where you can find pen pals.

Meet up - a community for meeting people who are in the same city as you.

Italki - the most famous site for communicating with native speakers.

TED videos - regular and interesting conferences, from which you can watch on the site. There are different levels of vocabulary, charismatic speakers, different topics, among which you will definitely find an interesting one. All videos are subtitled in English and the most popular ones are subtitled in Russian.

Learn English with Jennifer is a non-standard training: on the video Jennifer teaches a Russian woman from scratch "live", 65 lessons. Suitable for beginners.

Ororo.tv is a famous site with a lot of series and films, the video stops when you point, the word is translated immediately. Although the translation is machine and not always correct.

TV411 - a site containing many interesting videos with native speakers on topics that will be useful in life.

Polyglot - a site where users learn English with Dmitry Petrov, the most famous polyglot in the country.

Fluentu - a site that emphasises learning through video lessons. The video stops when the mouse cursor is placed over it, words are stored in a dictionary, and tasks are performed after each video.

Esl-lab Audition - a site with three levels of reading texts with post-listening tasks suitable for beginners and exam preparation.

Librivox - a site with audiobooks read by volunteers around the world.

Tune In - a site with radio stations, programmes and books.

Story Online - Here you will find books for children read by professional actors.

Moby Dick Big Read - a site where world celebrities read the novel Moby Dick by Herman Melville.

Real English - a site where you can hear real spoken English. It features recorded dialogues with real people on the street on various topics. Esolcourses - a site that allows you to learn English from songs, listen, read subtitles, and make assignments to musical songs.

Repeat after us - a site containing quotes and texts voiced by native speakers, categorised into three levels of difficulty. You listen and repeat.

Forvo is a famous site where you can listen to any word spoken by a native speaker.

Grammar Irregular Verbs Rap Song - a well-known song from Fluency MC for those who have no way of learning irregular verbs. A catchy rap song that has been viewed 3.5 million times.

Vocabulary Hangman - A site with a game where you have to guess the word by spelling. You can play with two people and choose the theme of the words: film characters, Harry Potter, Star Wars characters, compound words, etc.

Idiomsite - a site where you can find the meaning of any idiom.

Memrise, Anki, Brainscape, Quizlet - resources where you can create flashcards to memorise words.

Daily Page - a site that offers a new short essay topic every day to improve your writing skill.

Reading Crazy link - where you practise unfamiliar words from the text first, and then you read or listen to the text itself.

Breaking News English and News in Levels - a site with daily news stories that are adapted to the 4 levels of proficiency, voiced, accompanied by video clips and exercises.

Readlang - is the best site for reading: download a text or choose from the library, click on an obscure word or phrase and immediately see the translation, transfer to cards.

Main mobile applications

Voxy. The main difference between this app and all the others is that it adapts to your needs and desires in real time. The app helps you prepare for the TOEFL exam, learn phrases that may come in handy when travelling, prepare for job interviews, etc. Mentors who are native speakers promptly help other users.

Phrasalstein is a fun app that is designed to learn how to use phrasal verbs correctly. The creators of Phrasalstein have done their best: 100 of the most frequently used phrasal verbs are accompanied by illustrations from horror cartoons.

15500 Useful English Phrases is a dictionary app containing more than 15,500 interesting idioms that are often used in live dialogue. Aphorisms, words, comparisons and much more you can use when communicating on a household level and in professional and business sphere.

Lingvist is a little known but very good application. The app has texts, listening, grammar articles, and tests. A great emphasis is placed on learning words.

Dictionaries reDict is an application that, besides translating words, also prompts for transcriptions and words, thesaurus, grammar articles. There is an option to recognise text for translation.

Google Translate - Google's official application. It is not only a dictionary, but also a translator: it translates whole phrases quite successfully. There's handwriting translation, voice recognition, and real-time camera text recognition. Merriam-Webster Dictionary is the official app of one of America's oldest dictionary publishers. There is transcription, word voicing, and voice input recognition. A special feature of the app is the inbuilt quizzes on word definitions and spellings. You can also install a "word of the day" widget in your notification centre.

Dictionary.com. In this dictionary you will find detailed definitions and descriptions of the word's origin. In addition to the transcription, you can also see just the pronunciation of the word by syllables. The widget for the notification centre not only shows the word of the day, but also offers to guess its meaning.

Urban Dictionary is the official app of the main dictionary of English slang. The app offers three functions: word of the day, search and a list of random articles. Maximum immersion in colloquial slang.

WordBook - English Dictionary & Thesaurus is a dictionary that can hold 15 thousand words on your smartphone, etymology of 23 thousand words, spell checker and the ability to search words to create anagrams. In addition, every day you will memorise a word of the day that the app will suggest to you.

AnkiApp word memorisation apps. There is only one way to learn words available in the app - flipping flashcards. You are shown a word, you "flip" the card, see the translation and answer whether you remembered its translation and how difficult it was. Depending on your answer, the app changes the period after which it will show it to you again.

Words is an app considered the best in the "Education" category by Apple. The database of the programme contains more than 8 thousand words, moreover, the application is available in offline mode. The main advantage: the programme adapts to the specific user and in tasks and tests offers exactly those words with which you had difficulties before.

Easy Ten. With the help of this programme you will be able to replenish your vocabulary every day by memorising 10 new words. The application does not require a lot of time - it is enough to spend 20 minutes a day. The programme contains more than 20 thousand English words and will help you improve your pronunciation thanks to special simulators. Besides, you can divide new words into thematic lists and track your progress, which serves as an additional motivation lever.

Rosetta Stone is an application that helps you memorise new words through associations. The pronunciation assessment programme will help you learn to pronounce the words you have learnt correctly.

Memrise. To learn English with pleasure and remember new words more easily, we offer you an application with an unusual game approach to learning. Memrise will take you on a fascinating journey through the unexplored universe of the English language, full of secrets, riddles, mysterious enemy agents and good helpers.

Mobile Apps for learning grammar.

Phrasal Verbs is an application for learning English phrasal verbs. Each phrasal verb has a picture, pronunciation, and some examples with voice-over. There are also short anecdotes, with several phrasal verbs in the text of each.

English Phrasal Verbs is one of the best phrasal verb apps that includes an interval repetition mechanism. It's entirely in English, so it's suitable for language levels from intermediate and above.

Filp and Learn, Irregular Verbs - an app that displays verbs in groups on familiar flip-up flashcards. You can choose from the 50 most frequent to all 507 words at a time. When you memorise a verb, you transfer it to the 'box', and so on until you've learned them all. The app offers to learn transcriptions and translations of verbs.

Color Verbs is an app for learning and repeating irregular verbs. The verbs have pictures, examples of usage and voiceovers. The app contains only 200 of the most popular verbs.

FluentU is a great app with a video feature for users of different language levels. Difficult vocabulary for each video is dealt with separately, with examples and pictures. The videos are subtitled and any word in the video can also be explained.

Learn English. An application that will help you improve your grammar and work on sentence construction errors, which are not uncommon even in the speech of native speakers. Text materials, audio files and tests allow you to study weaknesses and fill in gaps in your knowledge.

English Grammar in Use Activities is a programme from Cambridge University Press that will help you improve your grammar skills. Use of articles, irregular verbs, and nouns will be brought to automaticity. News Apps

BBC News is the official news app of the BBC. Read articles, watch videos and listen to live audio news broadcasts in a great British accent.

CNN News - An app with the same structure as BBC News, but with a good American accent and an American perspective on the news.

Other Genius apps - the app with the largest collection of song lyrics with commentary. A great way to learn English from your favourite songs. Right in the app, turn on a music video, read the lyrics and sing along. If you don't understand the meaning of certain expressions, check out the comments: you can often see the artist's explanation!

Smigin Travel - an app that helps you to link words into phrases that will be useful when travelling: in a cafe, in a hotel, in an emergency situation. It solves the frequent problem of beginners who know individual words but can't make a sentence out of them. The application is mainly intended for travelling, but such standard phrases are the basis of communication, so it is quite possible to learn a spoken language with its help.

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