

тельности. В процессе подготовки и исполнения подобного проекта происходит синтез нескольких видов профессионально ориентированных действий: организационных, поисковых, аналитических, коммуникативных, переводческих, письменно-речевых и презентационных [4].

Данный вид проектной работы с использованием практико-ориентированных заданий на занятиях особенно полезен для студентов старших курсов, поскольку непосредственно готовит их к будущей профессиональной деятельности.

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Mobile technologies in teaching English

Развитие информационных технологий нашло отражение в образовательном процессе по английскому языку. Использование мобильных технологий расширяет возможности освоения иностранного языка, однако имеет ряд условий, выполнение которых необходимо для успешной и эффективной организации учебного процесса по изучению иностранного языка обучающимися.

Ключевые слова: обучение, английский язык, мобильные технологии, обучение с использованием ДОТ

The development of information technology finds itself in the process of English teaching and learning. The use of mobile technologies expands the possibilities of mastering a foreign lan-

guage, but has a number of conditions, the fulfillment of which is necessary for the successful and effective organization of the educational process of learning a foreign language by students.

Keywords: teaching, English language, mobile technologies, e-learning

In the modern world, the processes of technological, social and personal development are accelerating [1, p. 245]. Thus, advanced technologies are gradually being introduced into all spheres of life, one of which is education. It is worth noting that for the current generation of students who grew up in a digital society, the use of technologies such as the Internet and mobile devices is an integral part of life, and therefore the educational process itself. In this regard, these technologies are used in the learning process [9, p. 9]. The use of ICT in lessons allows diversifying the learning process, making educational material more visual and accessible to students [8, p. 109]. It is known that presently almost every teacher and student have devices such as a smartphone, desktop computer or laptop. Thus, the above means are not only a way of entertainment, communication and obtaining information, but also education. In addition, the introduction of these technologies and digital tools is associated not only with a revision of teaching approaches and methods, but also with a technical update of the educational process. Proof of this is the use of tools such as interactive whiteboards, multimedia players, electronic textbooks, etc. The use of digital technologies contributes to the development of new forms and students' traditional activities content, which leads to their implementation at a higher level [5, p. 317–321]. Moreover, the use of technologies in the learning process can contribute to the growth of cognitive and communicative interest of students, which in turn helps to activate and expand the opportunities for independent work in mastering a foreign language both in and outside the class [4].

Thus, technical means are used in foreign language lessons in several main areas, such as the use of ready-made multimedia materials as part of the educational material for learning a foreign language; the teacher creating his own presentations on various topics in a variety of programs; the use of educational video and audio materials, authentic materials to immerse students in the language environment and demonstrate current speech patterns. Thus, various forms of using these tools make classes more interactive and attractive for students, also helping to improve the learning of the material. E. I. Belova highlights such prerequisites for the use of digital devices in the classroom as the widespread use of mobile devices in a person's daily life, interest in the use of these tools in the educational process, the ability to use media content for educational purposes [3, p. 8]. Thus, in e-education such a concept as mobile learning (English: M-Learning, Mobile Learning) came about. Today, there are many definitions of this term, based on the technological features of mobile devices and their didactic capabilities. Mobile learning is "electronic learning using mobile devices, not limited by the location or change of location of the student" [2, p. 323].

Another definition of this concept is given by A. M. Merkulov, noting that “mobile learning is the point at which mobile computer environments and e-learning intersect, resulting in the practice of learning at any time, anywhere” [7]. An interesting interpretation of the concept is offered by M. V. Drygina: “Mobile learning is a special form of organizing the learning process where the main component is mobile technologies for arranging educational activities both in and outside the classroom, as well as individual, group and collective learning according to the needs of society” [5, p. 320]. Based on all the above definitions, we can conclude that mobile learning is such an approach to learning and teaching a foreign language which includes using of mobile devices as a learning tool, the use of which does not depend on time and place. The advantage of this type of learning is that unlimited opportunities open up for participants of the educational process. The teacher continues to play a key role in the learning process. The teacher’s aim is to help the student, among a wide variety of different educational products, choose and use something that will contribute to the learning of a foreign language at this stage and correspond to their level of knowledge. Thus, an individual approach to training will be implemented. It is also worth noting that not all mobile devices can be fully adapted to the student’s level; in this case, the teacher needs to streamline the use of these tools, teach how to use them and systematize this process which will optimize a foreign language learning [12, p. 108].

Also important aspects of introducing mobile tools into the educational process are their convenience, simplicity and efficiency. According to S. V. Titova, to implement these aspects, the presence of theoretical foundations for this type of learning is required, since “the lack of a well-developed methodological base slows down the use of mobile devices in education.” According to M. V. Drygina, the basis of the theory of mobile learning is the experience of using mobile devices in the real learning process with the analysis of the results obtained. But to use this information in the educational process, it must be relevant and reliable [5, p. 321]. Despite the novelty and innovation of this approach, there are a number of advantages and disadvantages of it. So, M. V. Drygina highlights such advantages of mobile learning as the implementation of an individual approach, mobility of learning, interactivity of the educational process, availability of means of mobile learning, small size of devices, ease of use. But at the same time, there are some disadvantages of mobile learning: the small screen size of smartphones and tablets, dependence on access to the Internet (Ibid, p. 320). Currently, in the process of mobile learning, various concepts are emerging that reflect the features of the use of a particular device in the educational process. One such concept is BYOD (bring your own device). According to E. I. Belova, this concept involves the use of their own mobile devices by participants in the educational process which ensures freedom of choice of network service and device, lack of dependence on time and place, unlimited time access to educational materials, implementation of an individual approach to learning, etc. [3, p. 9]. In other words, this

concept involves using one's own mobile device in class. The advantages of this approach are obvious, but despite this, the concept has a number of important points that should be paid attention to. According to S. V. Titova, not every student has the necessary devices or the opportunity to bring them to class. One should also consider the possible dependence on mobile devices among students, since initially most of them used devices as a means of entertainment. One should concentrate on changing the meaning of this digital device in the student's understanding, turning it into a means of obtaining new knowledge, information, and not a distraction [11, p. 43].

For the effective and convenient use of mobile devices in the educational process various programs and applications have been developed. Mobile applications based on various platforms (Android, iOS) have become one of them, helping the teacher to reconsider the organization of educational activities. The purpose of the applications is to solve a number of pedagogical problems and organize remote access to network resources and services of educational institutions [6, p. 243]. Today mobile applications are widely used in the educational process, as they have great potential for increasing efficiency, interactivity and optimizing the educational process. Students have access to a large selection of mobile services, the number of which is only increasing every year. Using applications as one of the means of mobile learning has a number of advantages compared to traditional forms of learning. They are:

- improved monitoring and assessment;
- accelerated feedback;
- organizing project activities through the exchange of ideas outside the class;
- creating of portfolio and educational materials;
- implementation of students' independent work;
- creation of a personalized mobile space;
- ensuring the implementation of all four aspects of learning a foreign language [7].

Thus, we can say that the use of mobile applications in the process of learning a foreign language seems appropriate. For the effective implementation of mobile learning, in particular mobile applications, in the educational process, a number of conditions must be met. S. V. Titova highlights the following ones: the presence of IC competence among teachers and students; methodological support of educational activities; creation of open educational resources and school information and learning environment; motivation of teachers; availability of mobile learning tools for all participants in the educational process; access to the Internet [10, p. 10].

Thus, only if all of the above aspects are observed, working with mobile applications in the classroom seems to be effective. In addition, there are a number of factors that influence the ways in which mobile applications are integrated into the educational process, for example, the type of work, the frequency of use of this tool, the type of educational mobile applications used, the use of students' personal mobile

devices or devices provided by the educational institution. An important aspect in the use of mobile devices, in particular mobile applications, is the intensity of their use in the process of teaching foreign languages, which, according to E. I. Belova, depends on the form of education, the goals and objectives of the curriculum, the number of teaching hours allocated for independent work or work in the classroom, the language level of the group [3, p. 9]. All of the above factors and aspects should be taken into account for the successful implementation of mobile applications in educational activities.

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