УДК 372.881.111.1

B. A.Esemuratov (Nukus,Uzbekistan)
Karakalpak State University

Didactic properties and methodical functions of mobile technologies

Статья посвящена одной из актуальных проблем при освоении иностранного языка – об мобильном обучении и использование удобных портативных мобильных устройств и беспроводных, доступных всегда технологий, для облегчения, поддержки, оптимизации и расширения процессов обучения и изучения.

Ключевые слова: мобильное обучение, портативное мобильное устройство, сеть Интернет, дидактические функции и методические функции мобильных технологий

The article is devoted to one of actual problems in learning a foreign language – about mobile learning and the use of convenient portable mobile devices and wireless, always available technologies to facilitate, support, optimization and expansion of the processes of teaching and learning.

Keywords: mobile learning, portable mobile device, the Internet, teaching functions and teaching functions of mobile technology

In the domestic and foreign scientific literature one can find various definitions of such concept as "mobile learning". And all of them can be conventionally divided into two groups. The definitions of the first group focus only on the technological side of learning tools. They are given, first of all, in some normative documents, and also in advertising and information and reference resources of the companies - developers of mobile devices and software. The second group's definitions draw attention to two integral parts of the concept: a) to reflect the technological properties of mobile devices that can be used for educational purposes; and b) to reflect the didactic properties and methodological capabilities of mobile devices. These definitions are generally proposed by researchers in psychology and pedagogy. Let us take a closer look at some definitions and express our understanding of the term in relation to foreign language teaching methods. In the materials UNESCO defines mobile learning as "modern ways to support learning through mobile technologies such as laptops, MP3 players, smartphones and mobile phones" (UNESCO, 2012). In this definition, there are only references to technical tools without specifying the pedagogical conditions for implementing this type of technology. I. N. Golitsyn and N. L. Polovnikova [3: 241-252] in her work offers several definitions of the concept of "mobile learning": 1) "mobile learning is the transfer of knowledge to a mobile device (phone or pocket computer) using WAP or GPRS technology (ie, the ability to access the Internet)" and 2) "mobile learning is a type of distance learning, for the implementation of which knowledge is transferred to personal devices of the trainee (laptop, pocket computer or mobile phone) [3: 205]. The first set of definitions reflects only the

technological side of the capabilities of mobile devices; differs from one another in listing the mobile devices from which learning can be carried out; and further does not include pedagogical aspects. However, these definitions combine two key points: a) mobile learning is learning based on *mobile handheld* devices; b) mobile learning involves Internet access. It is these two technological factors that will determine the main differences between mobile learning and other forms of distance learning that are widely used both in Russia and elsewhere in the world.

The second group of definitions of the term "mobile learning" certainly focuses on the technological aspect of the concept. Here, the pedagogical side of the learning process is of great importance. In particular, V.A. Kuklev defines mobile learning as "electronic learning by means of mobile devices, independent of time and place, using special software on the pedagogical basis of interdisciplinary and modular approaches [4:89]. In his work C. V. Titova defines mobile learning as "the transfer and acquisition of learning information using WAP or GPRS technologies to any portable mobile device with the help of which it is possible to access the Internet, to receive or find materials, to answer questions in a forum, to make a test, etc.. "» [6: 4].

Mobile learning is "an activity that takes place regularly through compact, portable mobile devices and technologies and allows learners to become more productive by communicating, receiving or creating information" (E- Learning Guild, 2012). Mobile learning is "the use of easy-to-use handheld mobile devices and wireless, always available technologies to facilitate, support, optimize and extend learning and learning processes" (Mobile Learning Network, 2012).

Analysis of the above definitions shows that many authors have focused on the different pedagogical aspects of mobile learning. If C. V. Titova, C. Wexler, etc., in their definitions pay attention to mobile devices as a means of learning, on the basis of which it is possible to form meta-subject competences (to use ICT for receiving and processing information), Kuklev V. A. [4:46-89] draws attention to the need to adjust approaches, methods and content of learning. Indeed, learning based on non-linear technologies (not book carriers) will require a non-linear form of information delivery. Accordingly, a modular form of presentation would be optimal.

The definition of "eLearning Guild" emphasizes the productive side of the learning process, rather than the definitions of S. V. Titova, which also refers to the information and reference potential of mobile technologies. In addition, in her definition Titova also mentions one of the important opportunities of mobile technologies, i.e. the realization of the level of skills and abilities based on them. This is an essential addition to the didactic potential of mobile learning, which is fully combined with the main directions of informatization of education, including language education [5: 120-133].

Analysis of the definitions suggests that mobile learning is a multifaceted concept. Scientists, depending on their goals, have focused their definitions on different aspects of mobile learning, not contrasting but rather complementing each other.

In particular, T. L. Gerasimenko, S. B. Kovalchuk, O. L. Mokhova (2013) in their work "Opportunities and prospects for the use of m-learning (mobile learning) in the process of learning a foreign language" quite traditionally from the standpoint of general pedagogy treat "mobile learning" as "electronic network learning, which takes place at any time and anywhere using mobile devices based on WAP or GPRS technologies". (Gerasimenko, Kovalchuk, Mokhova, 2013: 62). V. A. Bekmansurova in her work "Teaching a foreign language on the basis of mobile pedagogy" also gives a quite general definition: "mobile learning is an activity carried out by means of compact portable mobile devices and technologies, which allows learners to become more productive by communicating, receiving or creating information" [1: 11]. In this regard, it is useful to provide a general definition of "mobile learning" for language teaching methods that reflect the specificity of a foreign language as a subject. Mobile learning is a form of learning and control based on the use of mobile communication devices (smartphones, tablet computers, etc.)., in which students anywhere and at any time can form and improve their language skills, develop speech skills (based on the means of synchronous and asynchronous communication), form socio-cultural and intercultural competencies in order to use a foreign language as a means of communication in social and professional spheres. More key terminology works term "distance education." It is defined as a form of learning in which interaction between a teacher and students and between students is carried out at a distance and reflects all the components of the educational process (aims, content, methods, organizational forms, teaching aids) inherent to the learning process. Depending on the means of distance learning implementation, the latter can be divided into types:

(a) A correspondent model for the implementation of distance learning, based on the use of printed materials on paper;

b) a multimedia model based on the study of printed, multimedia, video, audio materials, local computer programs;

(c) Tele-education, based on the establishment of a link between the teacher and the students using tele-systems. This model includes the following types of communication: audio-teleconference, videoconference, audiographic communication, TV broadcasting;

d) Internet-based learning, delivered through a variety of communication media and presentation of the learning content offered by the Internet. The model includes access to Internet resources, interactive multimedia.

e) intellectual model of learning, including interactive multimedia, access to Internet resources, computer communication between all participants in the educational process. It is obvious that mobile learning   is last form (intellectual model) of distance learning.

Thus, the analysis of a number of works devoted to the description of distance learning models and the use of information and communication technologies in for-

eign language teaching made it possible to highlight didactic properties, didactic functions and methodological functions of mobile technologies.

References

1. Bekmansurova V. A. Foreign language teaching on the basis of mobile pedagogy (in Russian) // Scientific search. 2013. № 4.1. P. 11-12.

2. Gerasimenko T. L. Kovalchuk S. V. Mochova O. L. Possibilities and prospects of using of M-LEARNING (Mobile learning) in the process of foreign language studying (in Russian) // Vestnik of Moscow State University. Pedagogy" series (in Russian). 2013. № 1. P. 61-64.

3. Golitsyn I. N. Polovnikova N. L. Mobile learning as a new technology in education (in Russian) // Educational technologies and society. 2011. № 1. С. 241-252.

4. Kuklev V. A. Establishment of a system of mobile learning in open distance education: author's abstract dis. ... of Doctor of Sciences. Ulyanovsk, 2010. P. 46-89.

5. Sysoev P. V. Modern information and communication technologies: didactic properties and functions (in Russian) // Language and culture. 2012. № 1. С. 120-133.

6. Titova S. V. Mobile learning today: strategies and perspectives // Vestnik of Moscow University. Series 19: Linguistics and Intercultural Communication. 2012. № 1. С. 4-23.

УДК 373.5

Т. Р. Заголовацкая, М. В. Шурупова (Орехово-Зуево, Россия)
Государственный гуманитарно-технологический университет

Современные методы преподавания английского языка в средней школе

Статья посвящена рассмотрению современных методов преподавания иностранного языка в школе. Авторы проводят критический анализ наиболее распространенных методик преподавания иностранного языка на современном этапе развития методической науки.

Ключевые слова: ИКТ, коммуникативный метод, проектный метод, дистанционный метод

Одной из главных задач современного образования является повышение эффективности обучения. В последнее время появляются новые информационные технологии, которые требуют от учителей внедрения новых методик преподавания.

Немаловажной составляющей успешного обучения английскому языку является мотивация и заинтересованность ученика в предмете. Благодаря наличию огромного выбора средств ИКТ, педагог может распланировать и провести урок, создавая благоприятную обстановку для активной деятельности учащихся.