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ПРЕОДОЛЕНИЕ КОММУНИКАТИВНЫХ ПРОБЛЕМ СОВРЕМЕННЫХ
ПОДРОСТКОВ В ПОВЕСТЯХ А. ЖВАЛЕВСКОГО И Е. ПАСТЕРНАК «ВРЕМЯ
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THE ROLE OF MOBILE APPLICATION AND MOBILE DEVICES IN TEACHING FOREIGN LANGUAGES

Abstract. *Smartphone has become an indispensable attribute in the life of any modern person. Nowadays, teenagers practically do not part with this fashionable gadget. They use it not only as a means of communicating with friends, close people, but also for other purposes. In this regard, modern children are showing an increased interest in a mobile phone, namely, in the opportunities that these devices open for them. In Kazakhstan, mobile learning is just beginning to assimilate into the educational process. Despite the widespread use of mobile devices, research in the field of mobile assistance in the field of foreign languages is not yet so widespread, and mobile applications are not offered as part of educational program. It is obvious that the possibilities of using mobile applications in teaching a foreign language are vast and varied. Thus, in the modern educational process, the issues of developing special mobile applications for teaching foreign languages to students, as well as developing a system of universal criteria for the selection of high-quality mobile applications, are relevant and important. This article is devoted to the role of the mobile application usage for teaching foreign language.*

Key words: *mobile application, MALL, information technologies, communicative competence, foreign language teaching, Internet technologies*

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РОЛЬ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ И МОБИЛЬНЫХ УСТРОЙСТВ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация. *Смартфон стал незаменимым атрибутом в жизни любого современного человека. В наше время подростки практически не расстаются с этим модным гаджетом. Они используют его не только как средство общения с друзьями, близкими людьми, но и для других целей. В связи с этим современные дети проявляют повышенный интерес к мобильному телефону, а именно к тем возможностям, которые*

перед ними открывают эти устройства. В Казахстане мобильное обучение только начинает внедряться в образовательный процесс. Несмотря на широкое использование мобильных устройств, исследования в области мобильного образования с упором на иностранные языки пока не получили такого широкого распространения, и мобильные приложения не предлагаются в рамках образовательной программы. Очевидно, что возможности использования мобильных приложений в обучении иностранному языку обширны и разнообразны. Таким образом, в современном образовательном процессе актуальны и важны вопросы разработки специальных мобильных приложений для обучения иностранным языкам, а также разработки системы универсальных критериев отбора качественных мобильных приложений. Статья посвящена роли использования мобильных приложений в обучении иностранному языку.

***Ключевые слова**: мобильные приложения, MALL, информационные технологии, коммуникативная компетенция, обучение иностранному языку, Интернет-технологии*

The rapid development of modern information and communication technologies affects all spheres of human life, including the educational sphere. Internet resources, computer and mobile technologies are actively used by teachers in the educational process, in this connection, there is a need to study the possibilities of using modern info-communication technologies in teaching, in particular, in the field of teaching foreign languages.

Information and communication technologies are processes and methods of working with information, carried out using computer technology and telecommunications. In turn, the process of providing the education system with the theory and practice of developing and using new information technologies focused on the implementation of the goals of teaching and upbringing is called the informatization of education. The rapid increase in the amount of information and unlimited access to it requires teachers to constantly update the content of existing training courses, as well as the introduction of the latest technologies in the educational process. New forms of organization of the educational process are emerging, such as distance learning and mass online education, as well as new ways of interaction and exchange of information and knowledge between participants in the educational process.

One of the new directions in education is mobile learning (m-learning) - e-learning using mobile devices, not limited to the location or change of location of the student. M-learning is considered to be a more convenient and mobile form of learning, since such learning is independent of time and place, and can be carried out using compact wireless devices (such as a smartphone, tablet, etc.). Among the main advantages of mobile learning are portability, accessibility anytime, anywhere, flexibility and timely access, instant communication, student motivation and involvement, active learning.

Modern information technologies have a significant impact on the field of teaching foreign languages, since the possibilities of their use are diverse and promising. Computational linguo-didactics, which studies teaching foreign languages using modern information technologies, was formed about 50 years ago, but during this time it has undergone significant changes due to the development of new technologies. Not only educational websites, dictionaries, encyclopedias, but also huge amounts of information and multimedia in a foreign language serve as an information base for both teachers and students of foreign languages. In addition, the emergence of e-mail, blogs and programs for voice and video calls provides

opportunities for international and intercultural communication. Distance and online learning has also become possible thanks to the development of Internet technologies. Thus, the Internet environment creates conditions for the practice of writing, reading, listening (listening and watching videos) and speaking.

Multimedia technologies, especially the Internet as a global multimedia environment, are the most promising educational technologies today. Thanks to such advantages of the Internet as authenticity, literacy, interaction, the factor of living language, empowerment, both sides of the educational process (teacher and student) are interested in using its capabilities to learn and teach a foreign language. The teacher, in turn, can use Internet resources to improve their own language and methodological competencies, as well as to select educational content. However, it should be noted that all Internet content for students must be carefully selected according to several criteria, such as compliance with the language level of students, compliance with their educational needs, relevance, etc.

Today computational linguo-didactics considers teaching foreign languages not only with the help of a computer, but also with the help of mobile devices. The term MALL (mobile assisted language learning) - mobile learning of foreign languages - comes from the acronym CALL (computer assisted language learning) - learning languages using a computer. This term appeared in English-speaking science relatively recently, some of the first mentions are found in the early 2000s. For example, J. M. Chinnery describes the use of mobile devices in the study of foreign languages in the framework of a communicative approach to language teaching [1, p. 9-15].

One of the main trends in mobile learning at the present stage of development is its integration into the system of traditional education, optimization of the processes of traditional education while maintaining its basic methodological principles. Mobile technologies provide opportunities for creating augmented reality in an unequipped classroom, which allows the use of additional materials in various forms. Mobile technology also provides assignment flexibility. For example, blogs and social media, mobile multimedia tools, mobile online exercises can be used to create different types of language and speech assignments. Mobile learning allows you to modernize the system of language education, makes it possible to implement the principle of individualization of learning in classroom work.

P.V. Sysoev, considering the use of mobile technologies in teaching foreign languages, notes that the same mobile technologies with their inherent didactic properties and functions will have different methodological functions in the study of different disciplines. In the process of teaching a foreign language, the methodological functions of mobile technologies are their potential in the development of speech skills, the formation of socio-cultural and intercultural competencies of students [2, p. 122-125].

One of the forms of organizing mobile learning of foreign languages is mobile applications. A mobile application is understood as software designed specifically to operate on mobile devices (smartphones, tablets, etc.). Mobile technologies allow for the most effective organization of autonomous and group learning, provided that training courses, programs and assignments are developed in a mobile format, and also help to increase the motivation of students using familiar technology and a virtual environment. The main purpose of educational mobile applications is to facilitate the educational process, increase its fun and efficiency, often by introducing a game moment into learning, the so-called gamification of education.

Gamification refers to the use of play techniques and thinking in a non-play context in order to increase the interest and motivation of students in the learning process.

One of the most difficult methodological problems in the field of mobile learning is the development of criteria for the classification of mobile applications that can be used for teaching. S.V. Titova identifies didactic (educational) mobile applications that can be used to develop skills in 4 types of speech activity, and instrumental mobile applications that are not intended for educational purposes. Inturn, didacticmobileapplicationscanbesubdividedinto:

- created by publishers and commercial organizations (such as "Free ESL Apps Interactive English", etc.);

- created by the teacher according to a template based on a ready-made application (for example, "Quizlet");

- created by the teacher using an instrumental mobile application for a specific operating system (for example, Moodle).

S.V. Titova proposes to divide educational mobile applications into three groups, depending on the possibility of their application and the degree of integration into the educational process:

1. Mobile applications in addition to existing teaching aids and courses, used for both classroom and extracurricular work.

2. Applications for self-study of the academic discipline, which can be used as additional material by the teacher.

3. Applications for distance learning (mobile learning), which contain all the basic teaching material for the discipline.

In addition, S.V. Titova suggests using a system of criteria to select high-quality mobile applications. She identifies the following groups of criteria: technical, organizational and financial, psychological, pedagogical and ergonomic [3, p. 9-11].

A.P. Avramenko and V.N. Shevchenko consider mobile applications as a gamification tool aimed at developing the communicative competence of students, and note that mobile applications can be aimed at developing different components of this competence. It is necessary to clarify that communicative competence is understood as the ability to solve communication problems that are relevant for students in everyday life, educational, industrial and cultural life using the means of a foreign language; the student's ability to use the facts of language and speech to achieve communication goals [4, p. 98].

So there are a number of applications aimed at developing language competence. Linguistic competence here is understood as the possession of the system of information about the target language at all its levels: phonemic, morphemic, lexical, syntactic and the ability to use this knowledge in practice. Applications and services such as Duolingo, Quizlet, Practice English Grammar, Merriam Webster Dictionary, LearnEnglish Kids: Phonics Stories, Lingualeo, etc. can be aimed at its development.

For example, the "Lingualeo" service includes interactive educational tasks on audio and video recordings, written texts, exercises, tests, etc. aimed at developing language competence. The Quizlet service can be used on PC and mobile devices, allows you to create cards with vocabulary to familiarize yourself with it and to memorize it, and also offers subsequent exercises for training and consolidation of the learned vocabulary. The Practice English Grammar application allows you to practice vocabulary and grammar using the

following types of exercises: composing sentences from a set of words, multiple choice test, listening with answers to questions, etc.

Various mobile services are aimed at the development of speech competence - mastering the methods of forming and formulating thoughts using language and the ability to use these methods for the perception and generation of speech. These are “SeaSaw”, “SpeakingPal”, “VoiceThread”, etc., for example, the communication service “SeaSaw” allows you to record your own audio and video recordings to train your speech skills.

A variety of electronic products are aimed at the development of sociocultural competence - the ability to use sociocultural knowledge in the process of intercultural communication. These are “Memrise”, “Story Maker”, “ESLvideo” and others. For example, the “Memrise” application offers a wide range of topics for study (art, science, entertainment, etc.), as well as various types of assignments.

N.I. Gerasimova considers the possibility of using mobile applications as an addition to the main textbook in teaching a foreign language at non-language faculties. The author relies on the textbook for undergraduate students "Essential English", developed by teachers of the Department of Foreign Languages of Kursk State University. For example, to study vocabulary on the topic "Home", N.I. Gerasimova suggests using the “Interior Design” mobile application. In the process of creating an interior in pairs or mini-groups, students learn the names of objects in the house, and as a report they orally present a 3D project of the room. To study and practice vocabulary on the topic "Food", it is proposed to use the following applications: "Your restaurant", "Make burgers", etc. With their help, students get acquainted with the names of dishes and ingredients, and then create and present their own recipe for a dish. Thus, N.I. Gerasimova demonstrates the creative possibilities of using instrumental mobile applications in teaching a foreign language [5].

Yu.V. Eremin and E.A. Krylova describe the experience of developing a mobile application "MobileTeacherHub 1.0" for independent work of students studying a foreign language (based on the author's teaching and monitoring program "TeacherHub" for stationary computers and laptops). The main purpose of the study is to assess the potential, feasibility and effectiveness of using mobile applications in the field of teaching foreign languages. The information content of the developed proposal consists of educational, communication and monitoring blocks. Informational (educational) content in the field of mobile learning is understood as structured subject content used in the educational process [6, p. 12].

The authors of the experiment propose to single out a number of criteria for assessing the developed application model: functional requirements (availability in different operating systems, Internet access), friendly user interface, compliance of educational content with the educational standard, organization of feedback and the expediency of using the application in the educational process.

A.M. Grigorenko analyzes the possibilities of using mobile applications for independent work of students in the process of learning a foreign language. The author of the study conducted an experiment to test the effectiveness of technologies for learning English grammar using mobile applications. In the foreign language classes in the experimental group, the British Council - Learn English Grammar application was used as homework to consolidate the grammar material covered. The free application “QR Code Reader by Scan” was also used to perform the exercises developed by the teacher using the QR code technology. As a result of

the study, it was revealed that in the experimental group there was a high level of development of grammatical skills, as well as the quality of the level of homework fulfillment [7, p. 123–127].

M.A. Kurbakov and A.A. Kolesnikova are considering the possibility of using the interactive service "Quizlet" in teaching technical English at a university. The authors use a combination of languages "English-Russian" and the formats "word + translation + picture reflecting the meaning of the word" or "word + its explanation in English + corresponding picture". Students practice vocabulary from the list (15 words: 5 nouns, adjectives and verbs) in several modes: flashcards, memorization, writing, pronunciation, test and gravity game mode. The results of approbation in groups of students of different levels, groups and specialties turned out to be different from the expected ones, since even first-year students who had not previously studied the material on these topics achieved sufficiently high results, which proves the effectiveness of the proposed method of memorizing new vocabulary [8, p. 105-107].

LinguaLeo is one of the most popular and effective language learning software at the moment. The number of downloads of this application has reached four million users. This program is interesting for both children and adults. It uses the principle of online play, earned points allow you to move through the levels. In addition, it is possible to learn the language by compiling your own vocabulary with voice acting, increase the vocabulary not only with words, but with whole phrases and communicate with other users of this application. In the initial download of the application, there is an opportunity to take a free test to determine the level of knowledge. Based on this, the application offers the user exercises that are right for his day and will be able to restore gaps in knowledge. The possibilities of the application are endless: there are materials for listening and reading, grammar exercises and video lessons, lessons for memorizing vocabulary and chatting with friends in a new language. This application is more suitable for users who already have an intermediate level of language proficiency, with an upper intermediate level this application will be useful for maintaining the level of language proficiency.

The undoubted advantages of this program are as follows: the presence of a pleasant and easy-to-use interface, several types of interactive training, the application is completely free and works without an Internet connection.

Duolingo is also one of the most popular and interesting language learning apps out there. The program provides an opportunity to learn the language from scratch, which distinguishes it from many other analogues. The base of languages available for training is impressive: there is an opportunity to study English, German, Spanish, Portuguese and French. The process of learning the language also takes place in the form of a game, the transition to a new level can be earned by points for correct answers. The training is structured competently and efficiently: first, the user learns new words, why does he learn their pronunciation and grammar. In addition, various exercises are available for complete mastery of the language: listening, teaching spelling, reading real texts, not ordinary textbooks. As you learn the language, the application adapts to the user, identifying his weaknesses and providing him with additional exercises. The study of the language proceeds in stages, a new lesson can be completed only with the complete mastering of the old one, which makes it possible to better consolidate the material and more fully study a foreign language.

The undoubted advantages of this program are as follows: a pleasant and uncomplicated interface that even children can use, the ability to learn the language in the form of a game, the application is completely free, the ability to compare your achievements with other users and share your successes on social networks [9].

Busuu is an app that lets you learn twelve languages. In addition to popular languages, there is an opportunity to study Turkish, Japanese and Arabic. Language learning in this program takes place in several stages. First, the user teaches with words using pictures, then reads the text that includes these words and answers questions on it, at the last stage the user is asked to complete a small written task. In addition, there is an opportunity to communicate with native speakers who will help you correct mistakes and expand your vocabulary, and users who are also learning the language. For an additional fee, the application gives access to a large database of videos, trainings on various topics and grammar exercises.

The undoubted advantages of this program are as follows: the program has about 3000 words and expressions, the ability to learn a language from an elementary to an upper intermediate level, a large number of audio materials voiced by native speakers, the application is partially free, a large number of languages for learning.

Information technology opens up new opportunities for learning a foreign language, activating the independent work of students in classroom and extracurricular activities, contributing to the growth of motivation for learning. The use of computer technologies enables students to more fully realize their intellectual and creative potential, and creates conditions for the teacher to use their interests and inclinations more widely in the educational process. Electronic textbooks, online communication with native speakers, mobile applications and other tools make it easy and fun to learn a foreign language.

The Learn English Elementary app is a podcast series for English learners. You can download them to your mobile phone and practice at any convenient time. With the Duolingo app, you can learn both English and Italian, French and other languages. It can be used as a complementary guide to interactive exercises for learning a language from scratch. The application trains the skills of writing and speaking, reading and listening. The Memrise mobile app and website are suitable for learning new vocabulary through interactive assignments. The Grammar Up app includes grammar rules and examples of word usage. The Langbook application can be used as an electronic dictionary and also as a translator. The Lingualeo app and website focuses on learning new vocabulary through four types of training: word-translation, word-word, translation-word, word constructor, and listening.

It is also possible to use mobile educational applications for teaching grammar as an additional independent training for students of non-linguistic specialties. Among the main advantages of this approach for students, one can single out a convenient way of presenting the main grammatical topics of the course, the ability to consolidate the knowledge gained and form the necessary language patterns in a playful way, and automate self-control. On the part of the teacher, one can also highlight such advantages of using mobile applications as an additional opportunity to motivate and stimulate students, the ability to use a mobile application as a personalized tool for developing language skills, and also track students' progress if there is such a function in the application.

It is obvious that the possibilities of using mobile applications in teaching a foreign language are many and varied. Thus, in the modern educational process, the issues of

developing special mobile applications for teaching foreign languages to students, as well as developing a system of universal criteria for the selection of high-quality mobile applications, are relevant and important.

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