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METHODOLOGY OF USING MOBILE APPLICATIONS

AT THE ENGLISH LESSONS

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Андатпа: Бұл мақалада білім беру мобильдігінің рөлі қарастырылған және ағылшын тілін үйренудегі қосымшалар. Білім беру мобильді қосымшаларының дидактикалық сипаттамаларына және олардың мүмкіндіктеріне ерекше назар аударылады.

Түйін сөздер: мобильді технологиялар, мобильді құрылғылар, ағылшын тілі, ақпараттық технологиялар.

Аннотация: в данной статье рассмотрена роль образовательных мобильных приложений в изучении английского языка. Особое внимание уделяется дидактическим характеристикам образовательных мобильных приложений и их возможностей.

Ключевые слова: мобильные приложения, мобильные устройства, приложение, английский язык, информационные технологии.

Abstract: this article describes the role of educational mobile applications in learning English. The authors focus on the didactic characteristics of educational mobile applications and their capabilities.

Key words: mobile technologies, mobile devices, application, English, information technologies, innovative teaching technologies

The problem of developing motivation of teenagers to learn foreign languages is not new for pedagogical practice. However, it is the most complex and difficult task to solve this problem in the modern world. The effectiveness of teaching English in high school is determined, first of all, by the degree of motivation of students, only after that by the quality and content of the educational process and directly by the natural psychophysiological characteristics of the student. The difficulty lies in the insufficient study of the issue of motivating teenagers to learn English using mobile applications, and the students of non-linguistic universities, which are discussed in numerous scientific articles. The world of the latest information technologies contributes to the systematic movement of the English language learning process to the mobile space where teenagers are better oriented than many adults. Every day millions of schoolchildren launch mobile apps on their smartphones. This is a whole separate and rapidly developing culture. This is the lifestyle of teenagers, their comfort zone, ignoring or banning which will cause an increase in conflicts with teachers and parents and even greater alienation of children from school. We see the possibility of preventing this trend in the transformation of gadgets from the means of communication and

entertainment to the means of learning. The relevance of the choice is due to the obsolescence of the traditional model of teaching English and the need to correct and update it by introducing mobile technologies in the educational process, in order to increase the motivation of teenagers to learn a foreign language in a modern school.[1] Following the traditional instructional approach to the formation of foreign language communicative competence of middle and high school students can lead to an increase in a number of contradictions:

- between the importance of English as a communication tool in the modern multicultural world and the lack of interest to its study on the part of teenagers;

- between the potential demand for mobile learning applications among the teenagers-school children and the lack of a sufficient number of motivating didactocentric applications for learning English aimed at teenagers; -
between the need to implement today's educational standards with a focus on modernizing education, which is characterized by the use of the latest technologies, and the continued predominance of traditional methods in teaching English, due to the lack of a well-developed pedagogical and legislative mechanism for implementing mobile learning in mass schools.

This article is focused on finding ways to overcome these contradictions. Based on the stated above arguments about the relevance of the problem, we set the following goal: to construct and theoretically justify a model of a teaching didactocentric mobile application for learning English, built taking into account the psychological and pedagogical characteristics of the adolescent user audience[2].

Mobile learning is an activity that is carried out regularly via compact, portable mobile devices and technologies and allows students to become more productive by communicating, receiving or creating information.

Most of the today's students are technically and psychologically ready to use mobile technologies in the educational process, and it is necessary to consider new opportunities for more effective use of the potential of mobile devices and technologies.

Mobile apps are the means to increase student motivation. Including the use of mobile applications into the curriculum op the lesson English can make a positive impact to students ' motivation. This is due to the fact that students like to play games installed on their phones. Currently, a huge number of applications for learning English are available for users of any mobile device. Moreover, there are mobile applications and programs focused on various linguistic aspects in the process of teaching a foreign language.

The main advantage of learning a foreign language by using a smartphone is that the programs make the process fast, visualized and interactive. You can "banish" foreign words a little, for example, before going to bed or at any other time when an extra minute is available. It doesn't

matter what level of knowledge you have or what program you use for classes - application for learning the English alphabet or an advanced service for learning vocabulary. Mobile applications can significantly expand your horizons. Let us consider some of the applications for mobile devices based on Android operating system, as the most common and available for students[3,4].

ABBYY Lingvo allows to create individual dictionary sets based on a rich library of 200 dictionaries for 20 languages from the world-famous publishers. The application works without an Internet connection and will become an indispensable assistant when traveling, at work or at school.
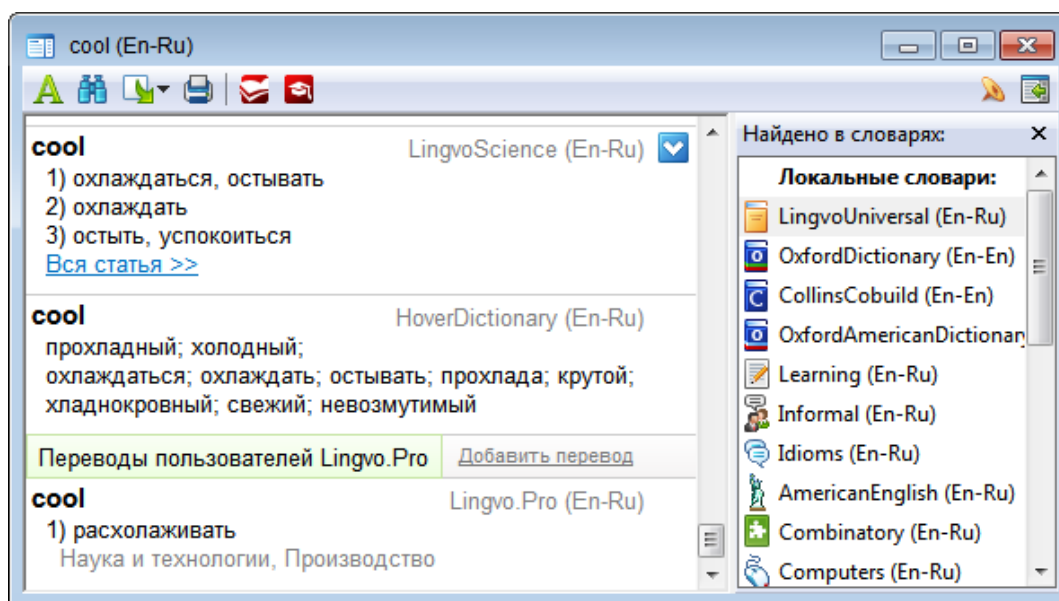

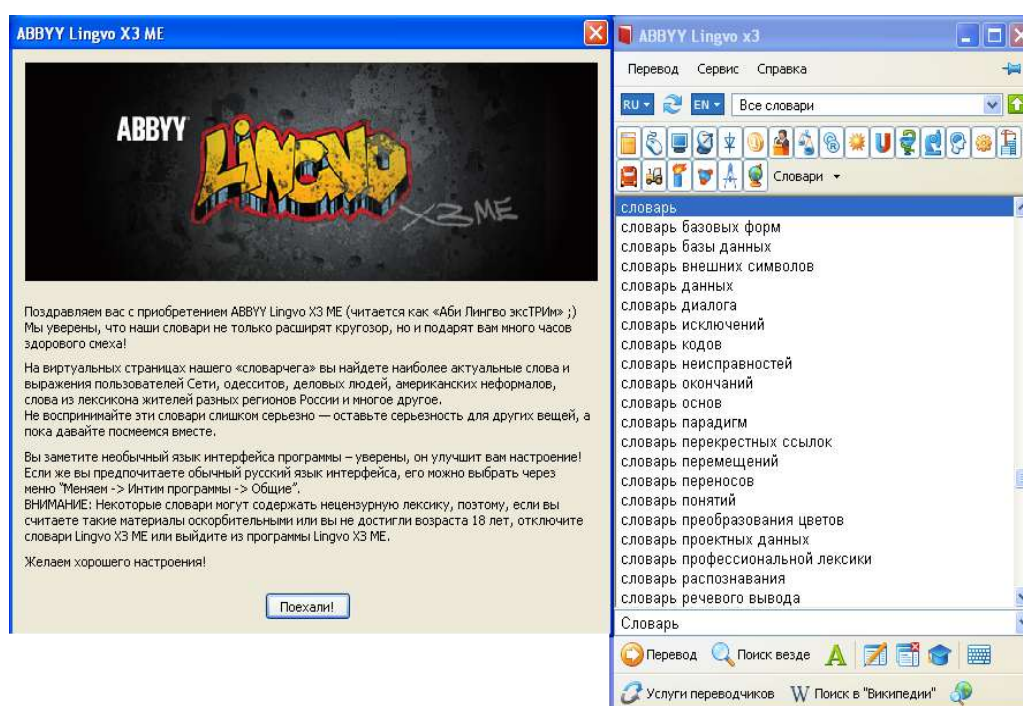Figure 1. Example of Abby Lingvo mobile application

Figure 2. Homepage of Abby Lingvo mobile dictionary

Mobile versions of programs, as a rule, do not have a full functionality of their older brothers. Quizlet for smartphones is no exception. This application includes only the most basic function. Thus, the pocket version of Quizlet you can use in the following ways:

- Log in to your account and download to your phone sets of cards that you used on your PC. Two-way synchronization works, i.e. changes in the program on the PC (for example, class statistics) are transmitted to the phone and changes in the phone version are transmitted to the computer. All the data are linked to your account, not to a device.

- Create new sets of cards or edit old ones (more convenient on a PC).

- Find cards of other users and copy them to yourself (if the Creator of the set opened access for everyone in the settings).

- Learn words in Cards (same as Flashcards), Learn, and Match modes.

-To engage without an Internet connection with a previously uploaded decks. But you won't be able to search for cards, download them, sync your account, or use voice-over for words. As you can see, Quizlet for mobile gadgets can do less than the larger version, but it copes with the main task-it helps you learn words. What Quizlet can do that other programs can't:

- In Quizlet, you can scroll through words from language A to language B and Vice versa (oddly enough, this is not possible in all programs).

-You can create sets of cards on your PC (including copy-paste function), rather than typing them on your phone. Many mobile flashcard apps without extended versions do not know how to do it.

- To shuffle cards.

- There is voice acting (almost not found in other apps).

- Voice acting is available in 18 languages – well, it's just out of competition.

- There are 3 activity modes and statistics.

I constantly use these two apps in my lessons when learning and practicing new vocabulary.
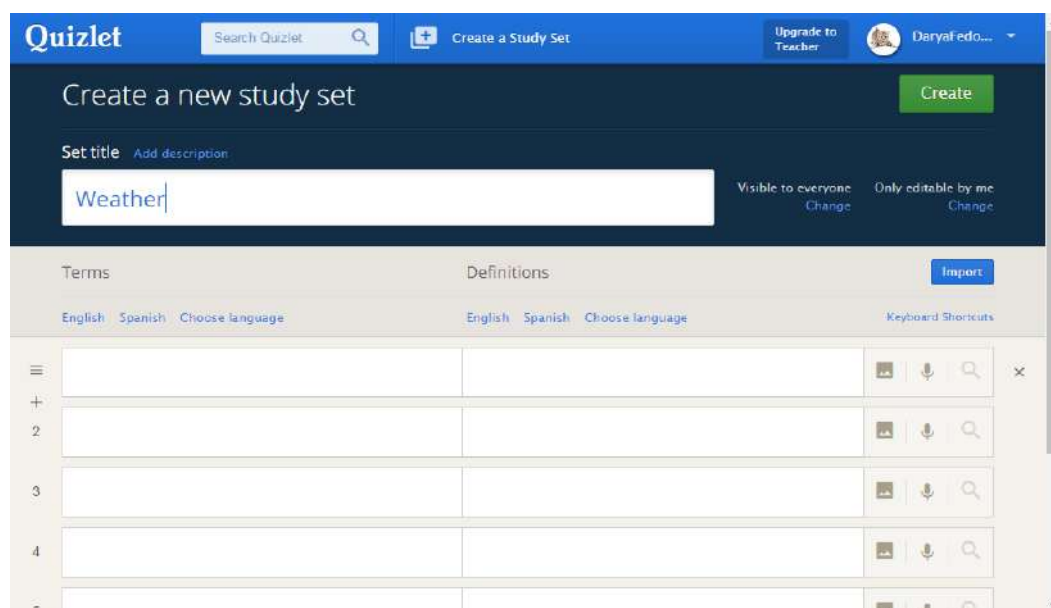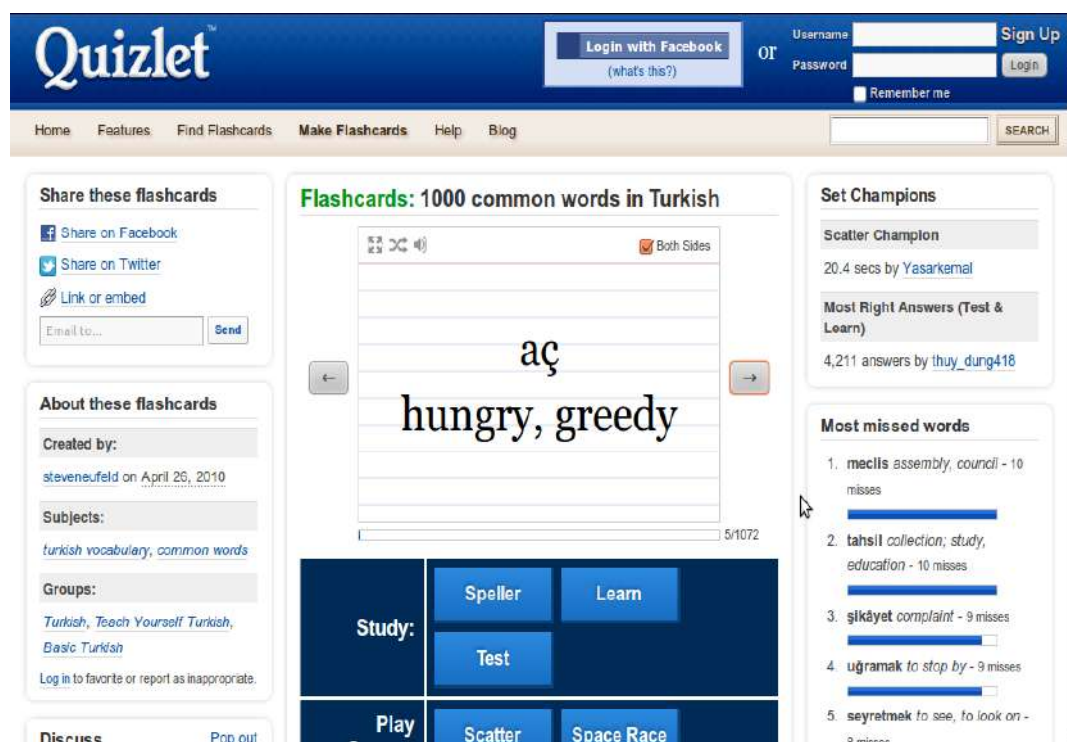
Figure 3. Quizlet start page.

Figure 4. Creation of flash cards in Quizlet

Vocabulary is an important, time-consuming, but not the only aspect of learning a foreign language. It is impossible to master a language completely without devoting some time and efforts to grammar and practice in reading, writing, listening, and speaking. Moreover, we believe that memorizing lists of words on cards is advisable when you are just laying the foundations for your vocabulary, taking the first steps in learning a language, or want to improve some specific vocabulary topic[5].

Thus, the undoubted advantages of using mobile devices and technologies in the educational process of the school are: - quick access to authentic educational and reference resources and programs at any time and in any place; - constant feedback from the teacher and the educational community; - problem solving, fast learning pace. Not only students but also adults who seek to master a foreign language, in today's high-speed pace of life often resort to a variety of mobile apps as learning tools. This is easy to explain: the integration of mobile devices in the process of learning a foreign language has a number of serious advantages:

1. Free access to educational materials anywhere and at any time.

2. The ability to use mobile programs to train almost many aspects of speech activity, including listening, without the use of additional materials and devices.

3. Colorful presentation of the material with illustrations and multimedia effects.

4. Automatic and quick check of exercises, which gives students the opportunity to get the most up-to-date information about their progress. The program automatically analyzes errors and offers appropriate exercises to eliminate them[6].

Lastly, the use of mobile technology provides learning and teaching support for coordinating learners and learning activity resources and for assisting with administration duties more generally. Examples include helping teachers for attendance reporting, reviewing student marks, or effective personal organization. These functions lead to positive rewards and could support learning activities as a whole. The previous paragraphs reviewed the main learning theories and paradigms applied in mobile learning. They include behaviourist learning, constructivist learning, situated learning, collaborative learning, informal and lifelong learning, and learning and teaching support as summarised in Table 1. These selected learning theories and paradigms are by no means mutually exclusive, but could provide a general theoretical background for analysing and evaluating the current mobile apps for English language learning in the following chapters:

Table 1. A Summary of Learning Theories and Paradigms in Relation to Mobile Learning

Themes	Themes	Activities
Behaviourist learning	Learning occurs and facilitated through the appropriate reinforcement of an association between a particular stimulus and a response	Information and content delivery: drill and feedback, test, practices, quiz, etc.
Constructivist learning	Learners actively construct new concepts or ideas based on their previous and current knowledge.	Questions for exploration, problem solved and decision making applications, interaction between learners, communication via mobile phones, etc.

Situated learning	Learning occurs within an authentic context and culture, and through a process of social participation.	Authentic domain activity, situated mentoring, workplace learning, etc.
Collaborative learning	Learning is promoted, facilitated, and enhanced through social interaction and collaboration between students.	Active participation in social context, communication between peers via mobile phones, etc.
Informal and lifelong learning	Learning occurs outside a dedicated learning environment and formal curriculum.	Mobile information resources, mobile website, etc.
Learning and teaching support	Support for coordinating learners and resources for learning activities and assisting administration duties more generally.	Effective personal organization, attendance reporting, reviewing student marks, etc.

Mobile learning is an activity that is carried out regularly through compact, portable mobile devices and technologies allowing students to become more productive by communicating, receiving or creating information. Most of today's students are technically and psychologically ready to use mobile technologies in the educational process. That is why it is necessary to consider new opportunities for more effective use of the potential of mobile devices and technologies.

We suppose that using mobile devices in English lessons can enriches the classes, making it more attractive, and increases the level of learning by students. In my opinion, training in the use of applications for mobile electronic devices is particularly relevant at the moment. Currently, students, I think, are not sufficiently oriented in the variety of products and training offered. It is necessary to streamline the use of these devices by students and teach them to apply mobile devices for training, which will optimize this process. First, you need to learn different mobile apps that can help you learn new vocabulary more efficiently and quickly. The use of mobile applications in the study of English increase motivation of students. This is due to the fact that students like to play games installed on their phones. Currently, users of mobile devices have access to a huge number of applications for learning English. Moreover, there are mobile applications and programs focused on various aspects of teaching a foreign language. The main advantage of learning a language using a smartphone is that programs make the process fast, visual and interactive, and involving to the learning process. You can "banish" foreign words a little, for example, before going to bed or at any other time when an extra minute is available. It doesn't matter what level of knowledge you have or what program you use for classes - apps for learning the English alphabet or an advanced service for learning vocabulary. Mobile apps can definitely significantly expand your horizons.

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