

USING DIFFERENT MOBILE APPLICATIONS FOR STUDYING THE ENGLISH LANGUAGE AS A MEANS OF ORGANIZING INDEPENDENT WORK OF STUDENTS

A.Rsaliev

Uzbekistan state university of World languages

armanrsaliev@gmail.com

Abstract

the article is devoted to the current problem of the possibilities of using information and communication technologies in the process of teaching a foreign language. The author reveals the concept of mobile learning and considers its advantages in teaching foreign languages. The article provides a brief overview of mobile applications for teaching English and the experience of using them in independent work of students.

Key words

information and communication technologies; mobile learning; educational mobile applications; independent work of students.

Foreign language education is currently becoming one of the basic components in the structure of the competency-based model of specialist training. In this regard, the role of a foreign language in the training of specialists in educational institutions of higher education, in which the foreign language course is of a communicative, pragmatic and professionally oriented nature, is significantly increasing. Currently, higher education is faced with the task of not only modernizing the content of educational courses, but also introducing new technologies for the formation of foreign language communicative competence of future specialists.

An analysis of recent research in the field of innovations in teaching foreign languages has shown that one of the current directions is the introduction of modern information and communication technologies into the educational process, in particular technologies related to mobile learning, which ensure optimization of the educational process and accessibility and effectiveness of training, integration of students into the information society. This is expressed, in particular, in the gradual introduction into the learning process of applications for mobile phones based on various platforms: Android, iOS, etc.

The use of tablet computers, smartphones, mobile phones, iPads, iPhones and other technological innovations for educational purposes has led to the formation of a new direction within the framework of the concept of e-learning (e-Learning – Electronic learning) – mobile foreign language learning (M-Learning). – Mobile learning). Many scientists and teachers are confident that the future of education with the support of information and computer technologies is connected precisely with the spread of mobile communications, the emergence of a large number of educational applications and programs, and new technologies that expand the possibilities and quality of education.

Mobile learning today is a new, developing direction in education, the distinctive feature of which is the creation of a new learning environment. Thanks to the prevalence of mobile technologies and the constant growth in the functionality of mobile devices, UNESCO experts in the field of education

propose using their potential to improve the quality and accessibility of education, as well as build an individual learning path [8].

The theory and practice of using mobile devices and mobile educational resources are actively discussed at scientific conferences and forums. Since 2002, a number of conferences and seminars have been held annually in Europe and the United States to discuss the use of mobile educational technologies or resources. Since 2002, the International Conference “MLearnCon” has been held on the problems of integrating mobile technologies into learning, creating and using educational mobile content [4]. The International Conference on Mobile Learning “The International Conference of Mobile Learning” (held since 2005) is a platform for discussing the results of research in the field of mobile learning and achievements in this area [6]. The results of the project “Mobile Technologies in Life-long Learning: best practices” are of interest.

Within the framework of this project, research is being conducted on the impact of mobile technologies on increasing access to education, regardless of social and economic status, age, gender, religion, ethnicity, or limited physical capabilities [6]. In Europe and the USA, there are periodicals devoted to the problems of mobile learning, in particular, the International Journal of Mobile and Blended Learning (since 2009) and the International Journal of Mobile Learning and Organization (since 2007). There are a number of large foreign projects aimed at creating a new virtual learning environment using mobile technologies.

In general, most domestic and foreign researchers, in particular J. Traxler [7], S.V. Titova [2], V.A. Kuklev [1], H. Jarvis [5], M. Fine [3] come to the conclusion that the uniqueness of mobile learning in comparison with traditional teaching methods and modern methods such as e-learning and blended learning lies in the fact that students, first of all, are not tied to a specific time and place, having access to educational material always, at any convenient time. Thus, the fundamental difference between mobile learning is two points:

- the informal nature of learning, in which the share of students’ independent work, essentially managed or controlled self-study, increases;
- a constant learning process, blurring the boundaries between academic classes and extracurricular time, work in the classroom and beyond.

Mobile devices are successfully used in the study of various academic disciplines, and a foreign language is no exception. The feasibility of using mobile devices in the process of learning a foreign language and language teaching is beyond doubt, based at least on the fact that the modern generation of students, especially teenagers and young adults, perceives mobile devices with their attractive interface, interactivity, customization approaching the user's needs as an integral part of their life.

Currently, mobile device users have access to a huge number of applications for learning foreign languages, especially English. In our opinion, training in the use of applications for mobile electronic devices is especially relevant at the moment. Currently, students, for all their education in the field of digital technologies, it seems to us, are not sufficiently oriented in the market of services offered. The teacher’s task is to help students choose the necessary and appropriate products that can maximize language learning, thereby individualizing the learning process.

Today, there are mobile applications and programs focused on various aspects of teaching a foreign language. The study of scientific literature, the market for mobile applications of foreign languages,

as well as systematization of experience in using applications for learning a foreign language showed that they can be divided into the following main groups:

- 1) mobile applications aimed primarily at improving a specific speech skill;
- 2) mobile applications designed to develop language skills, for example, vocabulary or grammar;
- 3) universal mobile applications designed for the comprehensive development of foreign language communicative competence.

Of course, this division is very arbitrary, since most applications are not limited to working on one type of speech activity or a specific skill. For example, applications in which learning to listen is the dominant goal, one way or another, combine the perception of oral speech with learning to read, speak, and develop lexical skills.

From the point of view of practical application in the process of teaching a foreign language, specialized mobile applications interested us as a means of optimizing and intensifying the educational process, as well as a resource base for the development of educational materials in the discipline "English language". From our point of view, the practical use of mobile applications has enormous potential, but at the same time, the integration of working with applications into the structure of a practical lesson presents certain problems and can be used rather limitedly. At the same time, the introduction of interactive technologies in the learning process for the purpose of organizing and intensifying students' independent work (mainly extracurricular) seems to us to be a very promising direction.

Thus, mobile applications can be used quite effectively to develop listening skills, due to the fact that modern mobile devices offer rich technical capabilities for viewing videos, listening to audio fragments, recording speech fragments and video clips. Developers present programs for those who want to improve pronunciation skills, recognition of sounds by ear, and correlation of the sound and visual image of a word. The most successful products include Sounds Right (British Council), as well as the Sounds: Pronunciation App (Macmillan Education). These applications include interactive phonetic tables for British and American English, exercises, game tasks, and tests. From the point of view of developing the skills of perception and understanding of speech by ear, BBC applications are extremely valuable, using which students can access authentic audio, video and text materials, for example, Learning English for BBC, 6 Minute British English. These applications can also be used to develop other linguistic and linguocultural competencies, since they include specialized sections devoted to the study of vocabulary, grammar, the development of communication skills and speaking skills.

In free applications developed within the framework of the British Council teaching programs - Learn English Audio & Video, Learn English Great Videos, Learn English Elementary Podcasts - present the best podcasts and video materials designed for learning English. The applications are equipped with a number of additional functionality, such as interactive texts of audio recordings, interactive glossaries of keywords, exercises for understanding each part of the information material. They present materials of varying levels of complexity, allowing you to improve your listening comprehension skills, as well as expand your vocabulary. Mobile applications Two Minute English, Real English, Puzzle English, built on teaching listening comprehension, are also of significant interest for English teachers and students, since they contain a huge number of resources and tasks for working on this very popular and often underdeveloped students' speech skills. In general, all of

the mentioned applications have a high motivational potential due to the wide variety of topics and forms, and therefore can be used for independent work by students.

Next, we will look at a number of applications designed for the formation and development of grammatical skills, which can be used both for classroom work and for independent work of students.

Among the mobile applications designed to work on the development of grammatical skills, one should first of all mention the Learn English Grammar application (British Council). It presents grammar exercises at four levels. The practice tasks use 10 types of exercises, such as fill-in-the-blank, multiple choice, and question-answer matching. It should be noted that the Learn English Grammar application is in first place in the Education category of iTunes in 9 countries around the world, and is also among the top ten in more than 40 countries.

Another British Council app, Johnny Grammar's Word Challenge, is a quiz for English language learners that will help test not only their general level of grammar, but also spelling and vocabulary used in everyday English. The tests are divided into categories (Words, Grammar, Spelling) within three difficulty levels.

Pearson's MyGrammarLab, a free course app, contains mobile, interactive exercises at various levels. The application gives the user the opportunity to select topics and questions that interest him and create his own collections of exercises and tests. This course is suitable for both self-study and group English language classes.

Another convenient application for testing your knowledge of English grammar is English Grammar Test. The appendix contains 60 tests, each of which is devoted to a separate grammatical topic. After completing the test, the appendix provides a list of correct and incorrect answers, as well as a simple and clear explanation of the errors.

Next, we would like to dwell on applications that are designed to develop lexical skills and expand the vocabulary of students. Many of these electronic applications are designed for independent language learning and are game-based.

The MyWordBook application, available on the British Council website, is designed as an interactive notebook for English language learners. The vocabulary in the application is presented in the form of sets of interactive flash cards, organized both in random order and in the form of thematic groups, distributed by difficulty level. Each flash card is equipped with a definition and example of use from the Cambridge University Press dictionary, translation, fields for notes, audio example, image. The "Practice" section contains five types of tasks, after completing which the user can move the word to the list of learned vocabulary.

Other popular applications among users designed to work on expanding vocabulary through fun activities in a game form include English with Words, Easy ten, Polyglot. English words, Memrise. These applications are distinguished by an individualized approach to the needs of the user, in particular, they include such functions as the ability to create individual lists of words, spoken words and contexts of use, an individual training schedule, various types of training tasks, interactive and game components (for example, statistics of the user's success, cards for reviewing the material covered, a point reward system).

Sections for developing vocabulary skills are also included in other applications that we discussed above (Johnny Grammar's Word Challenge, Learning English for BBC, Puzzle English and many others).

In our opinion, many applications for replenishing vocabulary can be used, first of all, for students' independent work, for activating and developing lexical skills within the framework of studied topics, for self-testing. At the same time, it should be noted that not all applications have high-quality language content, a variety of types of tasks and do not fully use the technical capabilities that modern mobile devices are endowed with. The review allows us to conclude that today a significant number of mobile applications and programs have been developed for learning a foreign language, aimed both at the formation of various skills and abilities, and at the development of various types of speech activity. A fairly wide range and variety of existing mobile learning resources allow you to select applications in accordance with the individual needs, interests and level of language training of the student. Almost all mobile applications that were described above can be quite effectively used for independent work.

From our point of view, the practical use of mobile applications has enormous potential in increasing the efficiency of the process of learning foreign languages and can significantly improve the process of foreign language training for students, open up new aspects of it and turn it from a serious, labor-intensive process into an exciting activity. Practice shows that they have considerable advantages over traditional teaching methods: intensification of independent activity, individualization of training, increasing cognitive activity and learning motivation. At the same time, the use of mobile technologies in the learning process contributes not only to the enrichment of the educational process, but also to the acquisition by students of skills and abilities, the formation and development of which on the basis of traditional teaching tools seems quite labor-intensive.

Thus, the use of mobile technologies in the educational process helps to improve the process of developing foreign language skills of students, ensures effective independent work, increases motivation and cognitive activity of students, interest in the subject, helps to intensify and individualize learning.

Literature:

1. Куклев В.А. Становление системы мобильного обучения в открытом дистанционном образовании : автореф. дис. ... д-ра пед. наук / В.А. Ку- клев. – Ульяновск, 2010. – 48 с.
2. Титова С. В. Мобильное обучение сегодня: стратегии и перспекти- вы / С. В. Титова // Вестник Московского ун-та. Серия 19: Лингвистика и межкультурная коммуникация. – 2012. – № 1. – С. 9–23.
3. Fine M. Mobile Learning in the Educational Process : Foreign Experience. Modern Scien- tific Research and Innovation, No 1, online: <http://web.snauka.ru/issues/2015/01/43006> (2015)
4. International Conference on Mobile Learning. Online: <http://mlearning- conf.org/>
5. Jarvis H. From Computer Assisted Language Learning (CALL) to Mobile Assisted Language Use (MALU) / H. Jarvis, M. Achilleos // The Electronic Journal for English as a Second Language. – 2013. – Vol. 16, № 4. – P. 1–12.
6. MOTILL – Mobile technologies in lifelong learning : recommendations. online: <http://www.motill.eu>
7. Traxler J. Current State of Mobile Learning / J. Traxler// Mobile Learning : Transforming the Delivery of Education and Training. – 2009. – P. 9–24.

8. UNESCO Policy Guidelines for Mobile Learning. online: <http://unesdoc.unesco.org/images/0021/002196/219641E.pdf>
9. Zou B. Exploring mobile apps for English language teaching and learning /
10. B. Zou, J. Li // Proceedings of the 2015 EUROCALL Conference. – Padova, Italy, 2015. – P. 564–568.