USE OF MOBILE APPLICATIONS IN ENGLISH LANGUAGE STUDYING BY STUDENTS OF HIGHER EDUCATIONAL ESTABLISHMENTS

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PROBLEM STATEMENT.
Information technologies in the modern world are developing so fast that it cannot but have an impact on all spheres of our life, including education. State policy in the field of linguistic education, as well as educational standards of a new generation, have put forward new requirements for the preparation of students and teachers of language disciplines. Thus, one of the urgent tasks of education is to use the didactic capabilities of new technologies in teaching foreign languages methodically, expediently and efficiently [1, p. 90, 96]. At the center of the educational process is the student, his motives, learning goals. The process of teaching a foreign language is gradually moving into the area of mobile space. Every day, millions of young people use mobile apps on their devices. So, this is a whole rapidly growing culture. Educational projects involving smartphones and mobile applications are growing and have great prospects.

The relevance of the research topic is due to the rapid development of mobile applications for teaching foreign languages, the rapid development of the information society, which leads to the obsolescence of traditional technologies for teaching foreign languages, the need for their correction through the use of mobile applications in the educational process.

ANALYSIS OF RESEARCH AND PUBLICATIONS.
In the modern methodology of teaching foreign languages, there are already a number of works related to mobile learning. S. Titova described the conditions for the...
successful implementation of mobile devices in the learning process and concluded that their application in a traditional course is relevant. Yu. Troshina and N. Verbitetskaya considered mobile learning models. E. Danilina completed a review of projects for the introduction of mobile technologies in Russian universities and foreign universities and concluded that one of the promising areas is the analysis of mobile applications and the study of their properties and functions [3]. In Ukraine the problem of mobile learning was explored by V. Bykov, I. Holitsyn, T. Kaluha, V. Kukliev, O. Semerikov, O. Tykhomirova and others.

The scientists emphasize that the use of mobile learning tools in the process of learning a foreign language helps to overcome the communication barrier, develop research skills, increase motivation to master speech skills and use them in real interpersonal contacts. The listed works made a significant contribution to understanding the place of e-learning in teaching a foreign language, however, the problem of choosing an effective teaching mobile application for use during classes or in independent work is still relevant. The most important factor in the effectiveness of Internet resources is their content, the content basis, called content.

**THE PURPOSE OF THE ARTICLE.**

The aim of the work is to study and demonstrate the content’s features from the point of view of embedding its elements in the system of traditional teaching of the English language, to identify the level of students’ readiness to implement mobile applications in the educational process and formulate guidelines.

**THE MAIN MATERIAL.**

We mean by e-learning using electronic means and technologies in training. In a mobile environment, it is called mobile learning. In this study, mobile learning or m-learning of a foreign language is understood as the form of organization of an autonomous and individualized educational process, where the main technology is mobile devices. Students with its help can form and improve language skills and communicative competencies not only during class, but also at any convenient time and anywhere [4]. A characteristic feature of the modern stage of mobile learning in many countries is the development of projects for the use of mobile applications in the educational process. A mobile application is software whose basic part is preinstalled on a mobile device or can be downloaded from application web stores [5, p. 2]. Over time, not only technology changes, but the methodological approach to learning changes. Theoretical studies in psychology have become the basis for teaching methods:

1. Programmed training – the work on a given program, which provides for the actions of both students and the teacher (or the training application that replaces it).

2. Multimedia learning – the basis of this information technology is the idea that verbal information is better remembered when accompanied by an image. According to UNESCO, it was found that with auditory perception, 15% of the material is absorbed, with visual - 25%, and with their simultaneous use – 65% [4, p. 2].

3. Person-oriented learning – the student is not a mechanism, each student is unique [6, p. 10].

4. Involvement in active or interactive activities. During mobile learning, the student, performing tasks, controls his learning process and makes decisions himself [7].

5. Gamification – the use of game elements in non-game processes. Strictly speaking, gamification differs from well-known game forms in traditional education. Its main difference is that reality remains reality and does not turn into a game; the student only uses game settings when working with this reality, in particular, language learning. All of these methods are used in educational Internet resources. There are a large number of applications for teaching English, but not all applications are of high quality that meet the goals and objectives of teaching students. In addition, there are applications focused on different aspects of the language. Based on the methods indicated above, mobile training applications can be conditionally divided into groups according to the priority training method:

1. Professional multimedia applications - the main method of training is multimedia (texts, images, audio materials, a lot of authentic educational video materials). For example, BBC Learning English applications help improve auditory perception of the language, understand grammar and replenish vocabulary.

2. Language social networks – the main method of training is language exchange. For example, the HiNative application is a social network where you can ask any question and get an answer from a native speaker. Other users can check your text and make comments. You can send audio recordings to check pronunciation.

3. Interactive course apps. Interactive - means based on interaction, i.e. each student’s request causes an immediate response of the application [8, p. 84]. In the concept of the course, class-wise study of the language is planned. The main method of training in these applications is gamification, which helps to increase students’ motivation and interest in learning. Interactive applications-courses can be divided into applications for the study of vocabulary, grammar and complex
applications (all aspects of the language are studied in a complex using different types of speech activity).

There is a huge variety of foreign language learning programs at any level. Educational programs in this category have a very important function - they allow to overcome the high barrier, which is self-doubtful, cause positive emotions and trigger a learning mechanism. The most popular applications include Duolingo, Lingualeo, Memrise, Busuu, Genius, Puzzle Movies and others.

Duolingo helps to learn English using practical tasks: conversations with conversational vocabulary, reading, listening and writing. The material in Duolingo is presented in a playful way, so it is as easy to remember as possible. As students progress, the difficulty of exercises and vocabulary increases. All skills are trained here: written and spoken language, reading and listening. Duolingo is used in schools and universities – teachers advise the program to their students as additional lessons in English. It should be noted that the application is free and available to iOS and Android users. You can also learn Spanish, German, and French at Duolingo. Lingualeo consists of tasks aimed at developing certain skills: expanding the vocabulary, training the correct pronunciation, reading, writing and listening. Memrise offers a large selection of courses for different languages, including English. The courses were created by professional linguists who emphasize the study of the science of the brain (how it works and reacts). They use special visual examples to create vivid and sensual memories for the user. Memrise undergoes regular tests so that the brain receives the necessary training. Tests are not offered at any convenient time, but at certain intervals, so that knowledge is strengthened and does not disappear from memory. Moreover, the application has interactive language games, memorizing difficult words, numerous videos and audio. In addition to English, using Busuu one can also study other languages. Busuu uses several traditional methods. In it, students can study grammar, spelling, words, phrases and spoken English. The application also includes training in various accents and still knows how to work without an Internet connection. Puzzle Movies is a library of films and TV shows, the ability to watch them with double subtitles (English and Russian). You indicate the level and what English you want to practice: American, British, etc. The system gives you films according to your parameters with the desired accent of the actors.

Applications can be used in various ways: both in English classes, and for students to work independently: both mandatory components of the course, and additional use if desired; as an auxiliary element of the topic or its completely independent study, etc. The choice of application should be approached responsibly: attention should be paid to the content; number of users using the application; the ability to work offline; app rating; website availability; free content; take into account the interface language.

CONCLUSIONS AND SUGGESTIONS.
This study showed the possibility and relevance of the use of educational mobile applications in traditional teaching of the English language, especially since the applications are already actively used by students for educational purposes, only randomly and casually. Therefore, promising areas are the research and analysis of the content of educational mobile applications and the development of modern methods of teaching English with a view to their subsequent use.

References: