UDC 378.147:004.422.8

INTEGRATION OF MOBILE APPLICATIONS INTO EDUCATIONAL PROCESS: ADVANTAGES AND DISADVANTAGES

Ibragimova K.E.
karla_ibragimova@mail.ru
Senior teacher, master of pedagogy,
L.N.Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

Ilyassova L.M.
n_lyre@mail.ru
Senior teacher, master of pedagogy,
L.N.Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

The process of informatization is included in all levels of education, and the use of mobile technologies in teaching various subjects, including a foreign language, allows the educational process to reach a new level. Mobile technologies can be successfully used by teachers and students to develop communication skills in learning a foreign language.

This article discusses the ways to use mobile applications, their advantages, disadvantages, prospects of use.

The use of mobile applications in foreign language classes allows students to formulate key competencies, enriches the lesson, increases students' motivation to learn the language, and increases the level of student learning.

According to Longman's Dictionary "a mobile application derived from the English word "Mobile app" is software for smartphones, tablets and other mobile devices. Many mobile applications are preinstalled on the device itself or can be downloaded to it from online application stores, such as: App Store, Black Berry App World, Google Play, 1mobile market, windows phone store, Yandex.store- and others, for free or for a fee" [1]

Initially, mobile applications were used to check e-mail, but their high demand led to the expansion of their purposes in other areas, such as games for mobile phones and GPS, chatting, watching videos and using the Internet. This term has become very popular since 2007, and in 2010 was included in the list of "Words of the Year" of the American Dialectical Society [2]

To organize the educational process, to create mobile exercises, assignments, tests, two types of mobile applications can be distinguished:

1. Applications, not for educational purposes:

- help applications: search engines, dictionaries, encyclopedias, translators;

-communication applications: Google tools, social networks, moblogs, microblogging, polling and feedback systems;

- multimedia: podcasts and videocasts of a mobile format;

- applications for reading;

- applications for games.

2. Applications for the development and integration of 4 types of speech activity:

- applications, designed by professional publishers, commercial organizations (for instance, MacMillan Free Apps; Free ESL Apps Interactive English - Apple, Android);

- applications and tasks, created by teachers on off-the-shelf platforms (for example, Mobile Study, Bloom, Unite, Mobl21);

- teaching mobile applications, created by teachers using applications for various operating systems (for example, Android App Inventor or Moodle).

The goal of integrating and implementing mobile exercises and assignments in teaching foreign languages is:

1. Completing assignments at home or in the classroom;

2. Using exercises already existing in the form of mobile applications or creating assignments with author's content on mobile platforms;

3. Increasing the students' motivation;

4. Instant feedback;

5. Fast and high-quality access to data.

Hence it follows that the effectiveness of mobile exercises and tasks is achieved through the flexibility of the form of material presentation - at any time, in the convenient place and in the required amount [3].

As you know, the integration of any technical means into the educational process begins with its presentation, necessary instructions and subsequent approbation; it is also recommended to automate the skill of working with mobile exercises.

Many mobile phones are equipped with features including dictionary, Bluetooth, text messaging, internet access, mp3 / mp4 player, digital camera, VCR, and some of them support Flash and / or support Java and can run multimedia content including language games, interactive software and audio and video processing materials. Each of these functions can be effective in improving listening, speaking, reading and writing skills.

In this article, we offer some practical ideas for enhancing language learning skills with a mobile phone in mind and show some practical ideas and innovative ways to enhance both receptive and productive language learning skills that improve language skills:

1. Listening:

- We can improve our listening skills by listening to some authentic listening material.

- We can record the voice of our teacher by reading the text and listening to it several times.

- We can listen to someone on the phone.

- We can ask one of our classmates to record their voice reading a piece of text and send it to us via WhatsApp and others. (peer education)

- We can check the pronunciation of new words using mobile phone speaking dictionaries and save their pronunciation to listen to later.

2. Speaking:

- We can improve our speaking skills by talking on the phone.

- We can listen to or watch audio or video materials and discuss (integration of listening and speaking skills)

- Teachers can write some questions on paper and ask their students to answer them orally and record their voice.

- We can work in pairs or small groups, discussing the topic and recording the event.
- We can arrange a chat with our friends or teachers.

3. Reading

- We can take a photo of the passage and read it several times.
- We can listen to the recorded text and study this text repeatedly to develop reading skills.
- We can refer to the dictionary to check the meaning of new words for better understanding.
- We can obtain extensive reading materials over the Internet. As well our teachers can also send additional materials via messengers.

4. Writing

It seems that the learning opportunities provided by mobile phones to enhance writing skills are diverse and more practical.

- We can use the Notes function to write something.
- We can send messages or emails.
- We can have a circular writing activity in which students create a story together. Each student writes a sentence or two and then sends it to the next student, who adds another message and so on until the story is complete.
- We can chat with our friends and teachers.
- We can check our spelling with the T9 dictionary.
- We can display some new words on monitors for more practice.
- Teachers can write a few questions on the board and have their students write answers on their mobile phones using the Notes feature. Answers can be saved and sent to other students or the teacher for correction.
- We can inactivate the T-9 dictionary and then do the spelling test. The test can be corrected by oneself, a classmate or a teacher if the T-9 vocabulary is activated.

Benefits of using mobile phones. The use of mobile phones in education has many benefits, represents educational potential for today's generation, and provides good learning opportunities for students. After analyzing several papers, we concluded that a wide variety of benefits are presented in different sources.

• *"Anywhere, Anytime Principle".* Mobile devices enable students to collect, access and process information outside the classroom. They can facilitate learning in real contexts and help with learning in school, after school and at home. That is, free access to training materials anywhere and anytime.

• *Language of instruction.* Due to their relatively cheap prices compared to computers, mobile phones can be purchased by almost anyone. Thus, it allows for equal language learning, allowing children from low-income families to use this technological tool in education.

• *Scale.* Among all technological devices available in our era, mobile phones are the most popular and play an important role, especially in the lives of young people. All over the world, mobile phones outnumber personal computers.

• *Portability.* Mobile phones are small, lightweight, and easy to carry wherever we go. The ability to use lightweight, compact, portable devices in training.

• *Novelty.* Being one of the newest developments in the field of teaching foreign languages, mobile applications, as a rule, are created on the most modern lexical material, reflect the latest linguistic and speech trends in the English language.

• *Suitable for the learning environment.* Mobile devices can help overcome many of the challenges associated with larger technologies as they fit more naturally in a variety of learning environments. Automatic and quick exercises check-up, giving students the most up-to-date information on their progress. The program automatically analyzes the errors and suggests appropriate exercises to eliminate them. Also, mobile learning can be a good supportive tool for teaching people with special needs.

• *Possibility of personalized training.* Not all children are the same; training must be adapted to individuals. Mobile phones can be used to encourage self-study. Hence, language learning can be done by learners. Thus, learners can identify areas where they need help and Develop an individualized learning strategy.

• *Teaching outside the classroom.* Students' informal experiences outside the classroom can offer as well as meaningful learning opportunities as a structured learning environment created in schools. The availability of digital teaching material allows learners to access both inside and outside the classroom. The students no longer study in fixed locations.

• *Continuity of education.* The ability to learn anywhere, anytime also fits well with lifelong learning. Nowadays, learning is no longer limited to a specific period of life from four to mid-twenty. Mobile Learning is well suited for a wide variety of learning activities, as well as blended learning applications. It provides continuous, targeted learning support.

• *Information training.* The use of mobile phones in education helps to overcome some of the limitations and formalities of language teaching classes and suggests that students who do not want to learn are more focused on longer periods.

• *Motivation.* Mobile phones help build self-esteem and self-confidence. Moreover, using technology, children feel "more of a sense of mastery and feel good." Mobile learning is good for young people

• *Distance learning.* Learning access for remote locations, for adults who do not have the opportunity to attend face-to-face classes, some circumstances. [4]

Disadvantages of using mobile applications

The use of mobile applications in education also has some disadvantages. In this part of the article, we will look at some of the problems and offer some possible solutions and suggestions for removing obstacles to pave the way for language learning. We can classify these problems into two main categories of physical and sociocultural limitation.

1) *Physical limitations:* the physical aspects of mobile phones can hinder optimal learning and cause some limitations. These restrictions include:

- Small screen size. Lack of lengthy text passages to develop reading skills, which is partly due to the peculiarities of mobile devices, most of which have a relatively small screen, which prevents effective work with a larger text.

- Small keyboards.

- Unlimited battery life.

- Memory size.

- Health problems.

2) *Socio-cultural constraints*: The following are some potential socio-cultural problems associated with the use of mobile phones in language teaching.

• Lack of access to mobile phones. Not all students have mobile phones, and the problems surrounding lack of access are valid; however, it is safe to say that of all the technologies available to teachers, mobile phones are the most widespread.

• The high cost of mobile phones. It is important not to place a financial burden on your students and their parents.

• Noise and Disruption in the Classroom. Despite the potential of mobile phones to enhance learning opportunities, they generate a lot of noise in the classroom. Some students may listen to music or watch videos in class. They can focus on the device rather than the lesson. This distracts classroom time.

• Privacy policy. Confidentiality issues must be considered before using mobile phones in class. If you are teaching younger students, you may need parental consent to use cell phones at school.

• Unethical behavior. Another obstacle to the use of mobile phones for classroom activities is that some students may engage in unethical behavior and use their devices for inappropriate purposes.

• Increased teacher workload. The use of mobile phones can increase the teacher's workload.

• False rivalry. It is likely that some students can compete with each other by bringing the latest and greatest cell phones to the class as a prestige.

Therefore, we can conclude that the implementation of this latest technology into educational process should serve as an extremely effective addition to the main course of studying a foreign language under the guidance of a teacher.

List of used resources

1. https://www.ldoceonline.com/
2. https://ru.wikipedia.org/
3. http://lib.teacher.msu.ru/Мобильные приложения для создания тестов и заданий по иностранным языкам/Авраменко А.П. Москва
4. https://infourok.ru/