A MOBILE-BASED LEARNING TOOL TO IMPROVE LANGUAGE SKILLS OF EFL

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In the modern world, computer and other digital devices are an integral part of every human life. In everyday life, we almost never part with smartphones, tablets and other mobile devices. For the current generation of students in higher education institutions who were born in a digital society and grew up with information technology, the use of technologies such as the Internet and mobile devices is an integral and completely natural part of their lives.

However, digital mobile devices have taken a strong place not only in our daily life, they are widely used in the learning process. Current trends in teaching are associated not only with a serious revision of the concepts and teaching methods, but also with technical and technological updating of the learning process. This is expressed both in the widespread use of interactive teaching tools already known to everyone (multimedia CD-ROMs, interactive whiteboard software, interactive and multimedia textbooks), and in the gradual introduction of applications for mobile phones based on various platforms: Android, iOS etc.

At present, there are about 1.5 billion mobile phones in the world, which is three times more than traditional computers. As technological advances, mobile devices receive new technical capabilities, the speed and reliability of data transmission in wireless communication channels is growing. Mobile phones, smartphones, tablet computers are becoming a major part of the digital life of a

person. According to reports, over the past 5 years, the number of children who know how to use a computer, mobile information technology, has increased about 10 times. Now almost everyone has mobile devices; this is a handy tool for accessing any information, but schoolchildren do not always use their smartphones, communicators and tablet computers for educational purposes. As revealed in many studies, children are familiar mainly with gaming computer and mobile programs and applications, use their cell phones and computer equipment for entertainment. In this case, the cognitive, in particular educational, motives for working with a computer are approximately in the twentieth place.

The use of tablet computers, smartphones, mobile phones, iPad, iPhone and other devices for educational purposes led to the formation of the concept of e-learning new direction – mobile learning a foreign language (M-Learning – Mobile learning). Many scientists and educators are confident that the future of education with the support of information and computer technologies is associated precisely with the proliferation of mobile communications, the emergence of a large number of educational applications and programs, new technologies that expand the possibilities and quality of education.

At present, there are several definitions of mobile learning in foreign pedagogical literature, based on the technological features of mobile devices and the didactic possibilities provided by these technologies. According to the MoLeNet project, mobile learning is the use of convenient portable mobile devices and wireless, always-available technologies to facilitate, support, optimize and expand the learning and learning processes.
Mobile learning is an activity that is carried out regularly through compact, portable mobile devices and technologies and allows learners to become more productive by communicating, receiving or creating information.

In general, most researchers conclude that the uniqueness of mobile learning compared to traditional teaching methods and modern methods, such as e-learning and blended learning, lies in the fact that students altogether, they are not tied to a specific time and place, having access to the training material at all times, at any convenient time.
Mobile devices successfully (phones, smartphones, tablet computers) are used in studying various academic disciplines, and a foreign language is no exception. Today, mobile applications for learning foreign languages are gaining wide popularity. They have great potential in increasing the efficiency of the process of learning foreign languages and are designed to significantly improve the process of foreign language training for a wide range of students, open its new sides and turn it from a serious labor-intensive process into an exciting activity. Practice shows that mobile applications have a considerable advantage over traditional teaching methods: the intensification of independent activities, the individualization of learning, the increase in cognitive activity and the motivation of learning.

In our opinion, training in the use of applications for mobile electronic devices is currently particularly relevant. Currently, students, with all their education in the field of digital technologies, it seems to us, are not well oriented in the variety of software products offered. The task of the teacher is to help the student choose the necessary and appropriate products that can best contribute to the study of the language, and thereby individualize the learning process. It is necessary to streamline the use of these devices by students and teach them to use mobile devices for learning, which will optimize this process.

Currently, mobile users have access to a huge number of applications for learning foreign languages, primarily English. Moreover, today there are mobile applications and programs focused on different aspects of teaching a foreign language.

For example, students, performing a translation of the text on a specific subject, can refer to electronic dictionaries. Reference applications for mobile electronic devices have several advantages compared with their printed counterparts. First, they provide quick access to information. Secondly, the dictionary base in mobile dictionaries, as a rule, is more relevant compared to the printed versions. Thirdly, the use of mobile devices in classrooms and for independent work will help increase students' motivation to learn a foreign language.

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Based on the information provided on the Internet, as well as my own analysis of existing mobile applications, I present the characteristics of some of them that are focused on learning English.

Applications Learn English Elementary – a series of podcasts for learners of the English language, which can be downloaded on mobile phones and engage on the go. Each issue lasts 20 minutes and is accompanied by questions for listeners. To facilitate understanding, there is a "running line".

WORDSHAKE. An interactive game in which it is proposed within a limited time frame to make as many words as possible from the suggested letters. The longer the word, the more points the student gains.

JOHNNY GRAMMAR'S QUIZMASTER. Check the level of knowledge of the English language through the answers to the questions of a virtual expert. There are 3 levels of questions on grammar, hundreds of questions on vocabulary, a quiz on 1000 of the most common mistakes in the spelling of words in English.

LinguaLeo. The program for memorizing words, which offers 4 types of training: word-translation, translation-word, word constructor, listening, The application is integrated with a site where you can learn words, read, listen to texts, solve crossword puzzles. All the words that the student learns on the site are available in the mobile version.

As you can see, currently there are a large number of applications that implement the ideas of teaching English using technical means on the platform of mobile devices. At the same time, the potential of expanding the possibilities of teaching English is not only to continue existing ideas on a mobile platform, to develop mobile applications for teaching English, but also to implement fundamentally new learning models that are possible using mobile devices. Basically, these models can be associated with the expansion of a foreign language learning environment, which is described both from the standpoint of expanding the possibilities of communicative interaction with native speakers and from the standpoint of building new ways of expanding the vocabulary and learning new words.

Network communication does not imply a high level of language proficiency; the network community tolerates deviations from language norms in any language.
Consider the features of Twitter as a social network, the possibilities of which can also be used when teaching English. General trends in the use of language on the Internet when communicating in social network persist, however, verbal and communicative behavior differs from what is observed in chat rooms and forums.

The most common social networks on the Internet allow you to implement various communication strategies. Moreover, the emergence and spread of a new network is due to the limited capabilities of existing networks and blogging platforms.

Twitter communication involves the exchange of brief narrative, response, or quoting messages in 140 characters. Narrative messages appear in subscribers' feeds and are indexed by search engines. Quoting messages marked with letters RT (retweet = English retweet) allow you to quickly spread relevant information, while preserving the authorship of the user. The most important role in

the information exchange on Twitter is played by so-called hashtags, starting with the "#" symbol, which allow you to create an information wave consisting of messages on a specific topic. The information wave forms a trend. The user can join the discussion of the topic at any stage by creating a response message. Thus, for the first time, Twitter has provided the network community with simple tools for exchanging information, its instant dissemination and consolidation into trends; Such a mode of information exchange is capable of influencing real events and changing the current situation in the process of social interaction. In addition to a computer, mobile devices – communicators, third-generation mobile phones, etc., are used for constant presence and instant reaction to events on the network. Information sharing is only one of the components of communication as a social interaction. Twitter users as a social network seek to express the need for knowledge and evaluation of others, the need for self-knowledge. The universal nature of the need for communication is combined with specific, dependent on culture and national language, ways of manifestation of this need, priority communicative strategies, choice of topics for discussion. Thus, Twitter is in the sphere of influence of all parameters of both network communication and real communication.

To sum up, mobile applications have been utilized for the most part to improve inspiration and execution to learn English language aptitudes and numerous examinations have demonstrated that they have gotten a decent outcomes and effect. The versatile diversion application created in this investigation depends on a system of convincing rules. The examination recorded the highlights/capacities and their relationship to convincing standards. A few standards are plainly unmistakable in the application and are named substantial while different standards can't be appeared noticeable articles in the application (elusive).

Before the examination, the analysis found that understudies had low inspiration to learn English vocabulary. The test gave a chance to assess understudy execution just on English vocabulary. The survey assessed the understudies' inspiration to learn vocabulary out of the blue at this school. A few outcomes were amazing in that understudies demonstrated a decent act when all is said in done, with a couple of understudies scoring low. However the greater part of them progressing admirably. Different outcomes were to some degree unsurprising in that the understudies demonstrated a low inspiration toward English vocabulary language learning.
The aftereffects of the pre-survey dependent on the two gatherings demonstrated that understudies see the investigation of English as a horrendous need. Notwithstanding, a few understudies performed well despite the fact that their inspiration was low. The post-poll in the test amass indicated improvement by they way they felt about learning English vocabulary. This prompted the finding that a few understudies may in any case do well notwithstanding when they loath the undertaking. Be that as it may, even with all the learning assets at the objective School, including a PC lab, the errand of learning the English language, particularly vocabulary, is as yet troublesome. By the by, a portable diversion application could improve understudies' inspiration in class.

In the mean time, a few constraints have been seen from this exploration. The main confinement originates from the investigation itself, and the other one from the school. On the examination side, there were just 8 cell phones accessible, which required a division of the test bunch into four sub-gatherings, which decreased the preparation time.

Furthermore, the understudies did not have adequate time to play and utilize the portable diversion application amid their class time because of different materials they needed to think about. The school just permitted preparing amid their break time. This influenced the outcomes in two different ways:
•   Training time was inadequate, so the analyst lost the chance to guarantee that the understudies invested enough energy in the amusement.
•   It was doubtful to anticipate that youthful understudies should invest their break energy in further learning exercises. Following a long report day, the understudies need both rest and physical play. This was probably going to have influenced the outcomes.

The understudies delighted in the versatile application in class, and some of them communicated that they were glad to play at home amid their available time. Since utilizing portable amuse-

ments to help English language learning has gotten little consideration contrasted with other versatile advances, this investigation has gotten critical consideration.

This examination demonstrates that a versatile diversion application ought to be a piece of the day by day English educational modules for learning the English language. The application ought to be utilized over the entire semester to quantify its impact over an all-encompassing period to truly comprehend the maximum capacity of the application. This sort of concentrate would be costly and tedious, and that ought to be considered before beginning such a learning procedure for the English language. Following the input and factual examination, the highlights of the VocabGame application can be improved as far as structuring better designs to propel understudies in their learning procedure.

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