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Педагогічні науки

MOBILE LEARNING TECHNOLOGIES IN DISTANCE LANGUAGE EDUCATION

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As the basic concept of getting education is its continuity at all stages and mainly a specialist self-supporting training, therefore in order to prevent COVID-19 spreading, it is quite relevant in the quarantine conditions to provide the distance learning at all educational institutions. The applying up-to-date innovative information and communication technologies allows to continue educating students. Nowadays informatization of society influences the informatization of education in general and language education informatization in particular. An intensive process of introducing new information and communication technologies in foreign language teaching creates new and innovative forms of education and training. Mobile foreign language teaching is a form of organization and control of the learning process based on the use of mobile communication devices, such as smart phones, tablets, and others, by means of which in any place and at any time students can shape and improve language skills, develop oral skills by means of synchronous and asynchronous communication, to form the sociocultural and intercultural competence

in order to use a foreign language as a means of communication in the social and professional spheres [1, p. 2].

The Internet teaching resources can contribute to the formation and development of the following competencies for students studying a foreign language: "foreign communicative competence, including all its components (linguistic, sociocultural, educational and cognitive, etc.); communicative-cognitive abilities to search and select, generalize, classify, analyze and synthesize the information received; communicative skills to present and discuss the results of work with Internet resources; the ability to use Internet resources for acquaintance with the cultural and historical heritage of various countries and peoples; the ability to use resources to meet their information and educational interests and needs" [2, p. 78].

The term "mobile learning" is linked with the concept of "distance education". This concept should be described as a form of learning in which the interaction between teachers and students and between students is carried out at a distance and involves all the typical components of the educational process. Depending on the means of implementation of distance learning, the latter can be divided into types: a) correspondence model of distance learning, based on the use of printed materials in hard-copy form; b) multimedia model, based on the study of printed, multimedia, video, audio materials, local computer programs; c) tele-education, based on the establishment of communication between a teacher and students using TV systems such as audio teleconferencing, videoconferencing, audiographic communication, TV broadcast; d) Web-based training, carried out through a variety of communication and presentation of educational content suggested by Internet as an access to Web resources, interactive multimedia, e) intellectual model of learning, including interactive multimedia, access to Internet resources, computer communication between all participants of the educational process [1, pp.5-9].

It is obvious that mobile learning is the latest form of the distance learning. In practice, mobile learning is implemented by mobile technologies, mobile means of communication between people for obtaining instant access to relevant information. In foreign language teaching you may use the following mobile technologies such as

e-mail, blogging technology, wiki technology, podcasts, web forum, linguistic corpus, electronic dictionaries, reference Internet resources, tools of synchronous video Internet communication and navigators.

Each of the mobile technologies has distinctive didactic properties, didactic and methodical features. The didactic qualities of mobile technology should be interpreted as "main characteristics and features that distinguish one information technology from the other" [3, pp. 120-125]. Didactic functions are interpreted as representations of mobile technologies. Within the framework of different courses the same mobile technologies with their inherent properties and relevant didactic functions will represent different methodological functions within the discipline. Accordingly, methodical functions within foreign language teaching will be the methodical abilities of these technologies in the development of oral skills and language skills as well as the formation of students' socio-cultural and intercultural competences [3, pp. 125-131].

Let us briefly examine each of the technologies and denote types of performance or aspects of the language being developed on its basis.

E-mail or electronic mail group is Internet service for the exchange of written communications between users. On the basis of E-mail, this can be organized by telecommunication projects based on information exchange among participants. Methodological potential of e-mail and e-mail group has been developed for implementation of language telecommunication projects aimed at the development of writing skills of pupils and students, as well as the formation of their socio-cultural and intercultural competences [3, pp. 152-154].

Blog technology is a modern Internet technology that allows users to submit information on the page in multimedia format in the form of a diary or journal, as well as to comment on reports of users. On the basis of blog technology some of students' writing skills and socio-cultural skills can be developed [3, pp.160-163] .

Wiki technology is one of the modern Internet technologies, enabling one person or group of persons located an indefinite and unlimited distance from each other to work on a common written multimedia document. On the basis of wiki technology some of students' writing skills and socio-cultural skills can be developed [3, p. 185] .

Podcasts is a modern Internet technology, on the basis of which you can discover, listen, browse featured podcasts, and record and host your personal podcast. Educational podcasts devoted to the study of foreign languages, allow to solve a number of methodological tasks, including the formation of auditory skills and understanding of speaking foreign languages, the formation and improvement of listening skills, the expansion and enrichment of lexical vocabulary, the formation and improvement of grammatical skills, development of speaking and writing skills. In the Internet there is a large number of academic and nonacademic or authentic podcasts services that can be used for the development of students' listening skills. There are also services that allow users to post podcasts and arrange discussion of shared network podcasts in a micro-blog or forum. The scientific literature lacks for methodological papers on the use of podcasts in the development of students' verbal skills. A range of oral and listening skills can be developed on the basis of podcasts service. The sociocultural content of foreign language teaching is based on this service. Thus, it can be concluded, that on the basis of podcasts service it is possible to develop oral and listening skills, as well as social competence of students [3, pp.191-194].

TED (Technology Entertainment Design) video conferences and video blogs are effective innovative educational technologies. The topics of intelligent TED conferences and speeches are extensive, including a wide variety of topics: from science, culture, art, politics and global problems, business to technology, design and entertainment. Today, TED is a world community. The main objective of this non-profit organization is to spread unique ideas that its founders believe should be informed by "ideas worth spreading", and inspire people around the world to learn something new, share knowledge and experience, thereby making the world a better place. So, these ideas are presented to listeners in the format of a short speech of no more than 18 minutes. On the official website of TED.com, reference information on research and development is freely available and everyone can learn the information they are interested in, communicate in real time, and participate in TED conferences and events that take place all year round in different countries. TED is a kind of source that can be useful for a wide range of users: both for professionals and for students of various specialties

studying foreign languages. TED is a quality modern educational resource, which can be used in practical classes in English. In addition, it is suitable for independent work and learning foreign languages. Video creates images and causes certain associations that contribute to better perception, assimilation and memorization of information. When watching video lectures, the subtitle function is available, which helps users to understand the information more fully. The lecture topics are diverse and relevant. This resource is useful for students not only in teaching foreign languages, but also in mastering the skills of speaking to the audience. Using video materials TED Talks is perfect for analyzing public speeches, reflecting on proposed topics, improving the skills of oratory. Lectures allow students to demonstrate the various options for speaking, to consider many ways of presenting information, the ability to build communication with listeners, to establish contact, enter into a dialogue and get feedback. On the site as an example, photos and video presentations and materials are demonstrated and constantly uploaded. Students use this resource both in everyday life and in preparation for classes. Students have the opportunity to choose lectures and speeches on lessons learned, get additional information and learn about the latest discoveries and trends on the topic of interest to them. Consequently, students not only practice foreign languages, but also expand their professional knowledge and skills in this or that sphere [5, pp. 175-189].

Web Forum is a section of the site, developed for network users to discuss any issues. The development of students' socio-cultural skills can be based on a web forum. So, based on a web forum we can develop writing and reading skills, as well as social competence components. However, it must be noted that a web forum gave out a bit after the development of blog technology that has additional technological capabilities.

Means of synchronous video online communication should be classified as "technology providing the ability to communicate in real-time on the basis of Internet programs securing video and audio communication". Means of synchronous video online communication have distinctive didactic functions such as organization of remote synchronous learning; development of students' cognitive activity; developing abilities for learning in cooperation; developing abilities for autonomous learning. It is obvious, that mobile technologies allow developing language skills such as reading, writing,

speaking, listening and socio-cultural and cross-cultural skills. There is the methodological potential of means of synchronous video online communication in the development of all components of foreign language communicative competence under conditions of tele-education as a form of distance learning. Therefore, in pure technology, this technology can be used in the implementation of the model of comprehensive mobile learning [4, pp. 121-127].

Electronic dictionaries. On the basis of electronic dictionaries students' research while reading, developing their cognitive activity, developing skills of cooperative learning and developing students' abilities for autonomous learning can be organized. Electronic dictionaries are used to develop students' lexical skills and to form their competence at translation.

Linguistic corpus arrays of texts in electronic form, grouped according to certain parameters such as chronology, author, region and others. On the basis of linguistic corpus we can organize students' research work, develop their cognitive activity, develop skills of cooperative learning and develop students' abilities for autonomous learning. A sufficient number of methodological papers gives the possibility for developing students' grammatical and lexical skills on the basis of monolingual corpuses and corpus of parallel texts.

Informational and reference network resources are available for all users of mobile devices through mobile applications of the Internet browsers. The informational and reference network resources include encyclopedias, directories, online media, virtual tours of museums, galleries, theaters, cities, etc. Informational and reference resources have the following common didactic properties such as accessibility, multimedia, hypertext structure. This allows us to organize students' research work, to develop their cognitive activity, to develop skills of cooperative learning and abilities for autonomous learning. Methodological papers on the use of network reference resources in foreign language teaching testify that on its basis we can develop a whole range of productive and receptive language skills, as well as develop aspects of socio-cultural and intercultural competence [6].

Navigators are mobile applications, allowing to determine the optimal path from

one place in a particular locality to another. They are characterized by accessibility and multimedia. Traditionally, drivers use navigators to determine the desired route. In the educational process the use of navigators will facilitate the organization of students' research, development of their cognitive activity, development of their abilities for learning in cooperation and skills for autonomous learning. In foreign language teaching navigators can be used for developing productive language skills such as speaking and writing under discussion in a foreign language the route, as well as for developing student's sociocultural skills. Analysis of studies dedicated to the use of the above mentioned technologies in foreign language teaching testifies that on their basis we can develop productive, speaking and writing, and receptive, listening and reading, types of speech activity, develop students' language skills, grammatical and lexical, and their sociocultural and intercultural competence.

One of the main goals in foreign language teaching at various stages is to develop communicative competence in all the diversity of its components. The level of language proficiency is characterized by understanding of general content of professional texts, fast and spontaneous speech, ability to produce clear, detailed reports on professional issues, ability to express original views on the basic problem of the text, revealing the advantages and disadvantages of various options. On the basis of identified didactic properties, didactic functions and methodological functions of mobile technology we can develop a range of students' oral and language skills formed on the basis of these types of mobile technologies [6].

In conclusion it should be noted that a regular use of mobile technologies in foreign language teaching will facilitate the development of the aspects of communicative competence. Nowadays, to improve the quality of education and increase the motivation of students to learn English, teachers use interactive equipment and innovative educational technologies such as the Internet, podcasts, electronic whiteboards, network magazines or blogs, social networks, video conferences, special mobile applications, etc. The use of modern educational technologies allows teachers at a qualitatively new level to teach students all four types of speech activity. The biggest advantage of this technology is that it can be used anywhere, anytime and its usage is

easy access to a larger number of distance learners. Distance learning for students can be used as a supplementation that provides greater opportunities for the traditional educational process, but it in any case will replace that.

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