MOBLE APPLICATIONS IN THE PROCESS OF TEACHING ENGLISH

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ABSTRACT

Unfortunately, at present, programs of linguistic education for non-linguistic areas inadequately reveal matters of organization a teaching foreign languages and the role of practical realization linguistic culture as one of the main factors of teaching and upbringing non-linguistic students. In order to accomplish a current goal mobile applications come to help teachers and students. This article is dedicated to reveal the educational role of mobile applications to teach English language to students. There are several popular mobile apps for learning English, some of which are they are: Quizlet, Lingualeo, Duolingo, Memrise. In order to know which of the mobile applications is in demand and which one has numerous positive aspect there was carried out a comparative analysis Duolingo and Quizlet apps using certain criteria.

Keywords: mobile applications, teaching and learning English, motivation, educational role, best opportunities, popularity and demand of applications

АННОТАЦИЯ

К сожалению, в настоящее время программы лингвистического образования для неязыковых направлений недостаточно раскрывают вопросы организации обучения иностранным языкам и роль практической реализации языковой культуры как одного из основных факторов обучения и воспитания неязыковых студентов. Для достижения поставленной цели на помощь учителям и ученикам приходят мобильные приложения. Данная статья посвящена раскрытию образовательной роли мобильных приложений для обучения студентов английскому языку. Существует несколько популярных мобильных приложений для изучения английского языка, вот некоторые из них: Quizlet, Lingualeo, Duolingo, Memrise. Чтобы узнать какое предложение является требуемым и имеет больше положительных аспектов был проведён сравнительный анализ приложений Duolingo и Quizlet по определенным критериям.

Ключевые слова: мобильные приложения, преподавание и изучение английского языка, мотивация, образовательная роль, лучшие возможности, популярность и востребованность приложений

INTRODUCTION

Currently the computer and other digital devices have become an integral part of every individual's life. Digitals have taken a strong position not only in everyday life, but they are used in the process of teaching also. This is expressed on a wide range of using interactive means of teaching and in the gradual introduction into the learning process applications for mobile phones based on various platforms; Android, IOS, etc. also in the process organized

language learning in the universities assumes, that a student must develop himself independently and should motivate himself in acquiring a new know-how. But, unfortunately, at present, programs of linguistic education for non-linguistic areas inadequately reveal matters of organization a teaching foreign languages and the role of practical realization linguistic culture as one of the main factors of teaching and upbringing non-linguistic students. In order to accomplish a current goal mobile applications come to help teachers and students. These applications are successfully utilized while learning different study disciplines, and foreign language is not an exception of this. Using of electronic education affords to improve the quality of education through the use of fast replenishing world educational resources and due to the fact that when using elements e-learning and distance learning technologies, the share of independent student's work mastering the material. To date, mobile applications for learning foreign languages are gaining popularity. They have great potential to improve the effectiveness of the process of learning foreign languages and are designed to significantly improve the process foreign language training of a wide range of students, open its new sides and turn it from serious labor-intensive process into an exciting activity was touched upon in the works of such domestic researchers as M.V. Arkhipova, E.V. Vulfovich, I.N. Golitsyna, N.L. Polovnikova, N.V. Samokhin, O.V. Smolovik and others. With the help of MIT abroad. Foreign researchers also dealt with this problem: K. Betty, V.M. Frank, S. Freinik, D. Richardson, etc. Use of tablet computers, smartphones, mobile phones, iPad, iPhone and other similar devices for educational purposes has led to formation within the framework of the concept of e-learning a new direction – mobile learning foreign language (English M-Learning – Mobile learning).

METHODS AND MATERIALS

To date, in the foreign pedagogical In the literature, there are several definitions of mobile learning based on technological features of mobile devices and on the didactic opportunities provided by these technologies. According to the MoLeNet project, mobile learning is the use of handy portable mobile devices and wireless, always available technologies, to support, optimize and expansion of learning and learning processes . According to another definition, mobile learning is activities carried out regularly through compact, portable mobile devices and technologies and enable learners to become more productive by communicating, receiving or creating information. In general, most researchers come to the conclusion that the uniqueness mobile learning compared to traditional learning methods and modern methods, such as e-learning and blended learning is that learners tied to a specific time and place, and have access to educational material always, at any convenient time. In addition, mobile applications have a number of other advantages:independent activity, individualization of training, increase in cognitive activity and learning motivation. The great advantage of mobile applications in contrast to "paper dictionaries" lies in multimedia and hypertextuality. For example, hyperlinks in mobile applications can lead to the desired resource immediately, increasing the intensity of learning. There are several popular mobile apps for learning English, some of which are they are: Quizlet, Lingualeo, Duolingo, Memrise. The author of the article carried out a comparative analysis Duolingo and Quizlet apps using certain criteria. To find out popular whether similar applications among students

RESULTS AND DISCUSSION

Comparative analysis of Duolingo and Quizlet mobile applications

Criterion of comparison	Duolingo	Quizlet
1.Free of charge learning	+	-
2.A comfort of interface	+	-
3.Availability of language practice	+	+
4.Communication with other users	+	+
5.Facilitating form of education	+	+
6.Availability to the theoretical part	+	+
7.Ability to turn to the users with questions	+	+
8.Stimulating students with non-standardized form of education	+	-
9.Consolidation of the received material	+	+
10.Providing programmes for learners with different levels of language	+	+
11.independent creation of word formation group	+	+
12.Exchanging created word formation groups with other users	-	+
13.Selection of already created word groups	+	+
14.Addition of transcription	-	-
15.Addition of speech recorder	+	+
16.Addition of pictures	-	+
17.Conduction of statistical analysis	+	+
18.Exercises for formation of situational lexical units.	+	+
	16/18	14/18

Comparative analysis proves that both applications have a large number of advantages in learning English, however, the Duolingo program is more in demand. According to quantitative

analysis, Duolingo performs better, but Quizlet outperforms it quality characteristics. The benefits of the Duolingo app include:

1.   Free to use. The service has a number of opportunities for learning various languages and can be used free of charge for an unlimited time (with or without interruptions).

2.   Extensive forum. Users are able to constantly communicate, interact and to help each other, which additionally motivates and makes the learning process more interesting.

3.   Ease of use. Tasks have a simple wording, the interface is designed in such a way that all the icons and names that the user sees on the screen are familiar to him and understandable.

4.   Gradual complication. Tasks become more difficult depending on the level you have reached user. It is important that if a mistake is made, the question is duplicated to consolidate the material and better memorization.

An interesting fact: in the fall of 2012 (for 8 weeks) an independent scientific study of the effectiveness of Duolingo. Participants were encouraged to use application for at least 30 hours during the entire experiment (threshold – 2 hours). According to researchers, daily sessions of 15 minutes or more should have significantly affected progress, given that the subjects never studied the language before. According to the results of the study, it was found that the average improvement in language abilities while using this application increased by 91.4%, and to learn the basics it took a person an average of 26 to 49 hours to learn a foreign language (taking into account the constant use of the Internet site). Surveys were conducted among the subjects regarding various aspects of the Duolingo study. According to one of them, the main reasons for studying foreign language are located in the following ratio:

1) personal interests – 66.5%; 2) business/work – 14.5%; 3) travel – 8.8%; 4) school/university – 8.3%; 5) other reasons (for example, interest in languages, family, helping children learn a language, etc.) – 1.8%.

According to another similar survey, 95.5% of users answered yes to the statement about that they found the app easy to use. 92.4% answered that it is true helped to learn the language, 87.9% are satisfied with learning the language in this application, and the process seemed to them interesting. The output included a special question: "How likely is it that you would recommend Duolingo colleague or friend?", and more than 80% of users chose the option "Very likely".

As for the Quizlet app, it's also a handy tool, with which can improve the methodology of the learning process. This is possible due to the wide range tools ready to be used anywhere and anytime, flexibility and simplicity of design. This Internet resource provides conditional speech exercises:

1) spelling training; 2) a test containing various tasks for translation (entering the translation of a lexical unit, choosing the correct translation of a lexical unit); 3) set; 4) combination of a lexical unit with its meaning; 5) game «Gravity», where you need to type the word, the definition of which pops up on the screen. Promising Quizlet's educational app plans are significant, it plans to reach more than 1.5 billion students-users around the world. Benefits of the Quizlet app:

1. Monitoring the progress of student activity. User who upgraded to a Quizlet package teacher, can track student progress.

2. Fast results.

3. Publicity.

4. It is possible to create a class for students in the service and track their progress.

5. Save time. One-time entry of material into the program and the possibility of its use as a base for creating other sets.

6. Multiplicity. Using one created set several times with different groups and on different levels of language proficiency.

CONCLUSION

Educational role of mobile applications is significant, because they can facilitate the learning process and thus, provide students with necessary materials for free of charge and at any time. Because of these positive aspects they will be always in high demand and gain popularity day by day not only among the university students, but also throughout a whole society

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