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**RYNKEVICH A.V.  
MOBILE TECHNOLOGIES AS ONE  
OF TEACHING TOOLS OF A FOREIGN  
LANGUAGE AT A NONLINGUISTIC  
UNIVERSITY**

*Rynkevich A.V., PhD (Pedagogical), associate professor  
Leonov Moscow Region University of Technology, Korolev,  
Russia*

*Recently, at higher education institutions has been paid to mobile learning technologies as the application of mobile technologies in the process of a foreign language learning is associated with the possibility of simple access to smartphones, tablets and laptops. The article presents various definitions of the notion «mobile technologies» by foreign researchers. The author of the article also describes and systematizes various mobile applications and platforms used in pedagogical practice.*

**Keywords:** foreign language teaching, mobile technologies, mobile devices, digital generation

Teaching a new digital generation of students requires a deep understanding of the content and resources of the educational process. At higher education institutions a great attention has been paid to mobile learning technologies. Today we deal not only with a new generation of technologies, but also with a new generation of students for whom the use of these technologies is a daily necessity, while there is even a certain dependence on mobile phones. Nowadays it is difficult imagine children or teenagers who can't use mobile devices or surf the Internet.

Over the past years mobile learning has grown from a simple research interest to a set of significant projects in educational institutions around the world. The students of 21st century live technologically integrated lives. They do not distinguish between cellular telephones, text messaging devices, cameras, internet browsers, email readers, music players and satellite navigation systems. And teachers should realize that «gadgets» are actually multifunctional educational tools that can present

content wherever a student can be. Thanks to the smartphone, limiting education barriers have disappeared. It should be noted that mobile (or cell) phones were once considered a distraction in the classroom. While that still remains true, teachers have slowly come to the conclusion that phones can be turned into learning tools. Mobile phones have developed over the years into significant teaching aids that, when used appropriately, can improve learning outcomes.

Today, all spheres of human activity are in the process of digitalization when the implementation of new technologies meets the requirements of a digital society and the so-called digital generation representatives want to build up their own knowledge. The digital generation of students has independence from other people, emotional and intellectual openness, an aspiration to innovations, early maturity, the ability to provide immediate feedback in real time, they want to participate in the process immediately, save time. Students using digital technologies like to express their own views and apply their personal experience in learning. They collect data, information, objects or tools to create something new.

It is obvious that a new digital generation of students requires a new learning paradigm taking into account these characteristics. At the moment, there is a tendency to attract mobile technologies for learning a foreign language both in classroom time and for organizing independent work. Mobile learning is becoming a new cognitive environment that provides opportunities for students to work together. Thanks to the mobility, accessibility and flexibility of these devices, students can study anytime and anywhere without having to have access to personal computers or educational materials, which is especially important during the coronavirus pandemic in the conditions of distance learning.

First of all, I would like to find out what the notion «mobile learning» means. There are several interpretations and definitions of mobile learning in the foreign pedagogical

literature based either on the technological features of mobile devices or on the didactic opportunities provided by these technologies.

From technological point of view, mobile learning is the transmitting and receiving educational information using WAP or GPRS technologies to any portable mobile device with the help of which you can access the Internet, get or find materials, answer questions, complete different tasks.

Some definitions of the foreign researchers are given in the table below.

Authors	Definitions
Geddes S. [3]	<b>Mobile learning</b> is the acquisition of any knowledge and skill through using mobile technology, anywhere, anytime, that results in an alteration in behaviour.
Kukulska-Hulme A. [4]	<b>Mobile learning</b> includes an emphasis on learner choice: learners can be more actively engaged in determining what, when, and how to study, that is, choosing their activities and the time and place to perform them.
Brown J. [2]	<b>Mobile learning</b> is all “knowledge in the hand” and includes the use of mobile/handheld devices to perform any of the following: - Deliver Education/Learning - Foster Communications/Collaboration - Conduct Assessments/Evaluations - Provide Access to Performance Support/ Knowledge
Keegan [7]	<b>Mobile learning</b> is the provision of education and training on PDAs/palmtops/handhelds, smart phones and mobile phones.
Ronchetti [7]	<b>Mobile learning</b> is often defined as e-learning carried out by means of mobile computational devices and point out that this refers mainly to PDAs and digital cell phones.
eLearning Guild [5]	<b>Mobile learning</b> is any activity that allows individuals to be more productive when consuming, interacting with, or creating information, mediated through a compact digital portable device that the individual carries on a regular basis, has reliable connectivity, and fits in a pocket or purse.  <b>Mobile learning</b> isn’t an item or a service – it is a system of acquiring knowledge. In order to engage in mobile learning, all we need is an item that is used to store information – which we can be accessed and reviewed at any time.
Traxler J. [8]	<b>Mobile technologies</b> are increasingly changing the nature of knowledge and discourse in these societies. This, in turn, alters both the nature of learning (both formal and informal) and alters the ways that learning can be delivered. Learning that used to be delivered “just-in-case,” can now be delivered “just-in-time, just enough, and just-for-me.”

Summarizing the information presented above, we can conclude that «*mobile learning* is a new form of learning and its integration into the modern education system makes it well-timed, sufficient and individualized. Even these features

distinguish mobile learning from traditional electronic (e-learning) and mixed learning, which are characterized by multimedia, interactivity, structuring. «Mobile learning is a new form of learning that differs from distance learning, and mobile learning technologies transform the learning process and make the postulate about active participation of the student in his own education real» [11].

How can mobile devices be used when studying a foreign language? Let's try to answer this question. Don't forget that foreign languages learning always combines the use of information technology and technical means. The application of mobile devices is an accessible and relatively new method that is gaining popularity among many users of smartphones and tablet computers. Learning with the help of mobile technologies, gadgets that are always at hand, is a great opportunity to improve the quality of studying.

Students can easily download many didactic online materials (special programs and applications for mobile phones) to their mobile devices and save them for future usage. In addition, mobile phones can have a huge impact on a foreign language learning with the help of many applications created specifically both for teaching and organizing the educational process. Based on the information presented on the Internet, as well as our own experience, we will consider some mobile applications that will help make the process of foreign language learning more interesting and productive. It is worth noting that many of these applications are free and are usually evolved to meet the students' needs.

— Platform **[www.paltalk.com](http://www.paltalk.com)** has a mobile application and allows you to communicate via video or audio in English, create text messages, find friends and like-minded people around the world.

— Digital platform **<https://www.polleverywhere.com>** has the opportunity for teachers to post on the Internet not only the grades of their students, but also the questions for discussion.



Students using their smartphones can go to the website and enter their answers without paying for this service. The teacher can organize a class of 32 participants free of charge to create an interactive feedback system using cell phones.

— Platform <https://libsyn.com> is used in the audience to create podcasts. The created audio file can even be included in blogs and websites or downloaded in mp3 format. The cost of this service is very reasonable compared to the number of options it gives the teacher to demonstrate the impact of mobile learning on modern students.

— Application **Mediabord** was created for joint creativity and study on the iPad. Its functions are extremely simple: a board on which several people can simultaneously draw, make notes and a live broadcast with voice comments from all participants. There are five workspaces available at the same time, so a remote discussion can be very productive. The application is available in the app store for free of charge. Initially MediaBoard was used for individual «student-teacher» feedback. Now it allows you to perform group work on a project, receive instructions during the course, conduct scientific research, create audio or video recordings.

— **Quizlet** is a free service for quickly creating tests that will help you memorize any material in different ways. Quizlet's primary products include digital flash cards, matching games, practice electronic assessments, and live quizzes. As a memorization tool, Quizlet lets registered users create sets of terms and definitions customized for their own needs. These sets of terms can then be accessible to students by studying a variety of modes. You can send students a link to the module / course, or they themselves can find them by the name of the teacher [6].

In conclusion, I would like to quote the words of Professor Titova S.V. who emphasizes a high didactic potential of mobile devices and technologies which will help move to a new educational model of higher education if we integrate them

efficiently. The implementation of this model in practice is possible only if new forms of learning are used — distance and mixed learning — as well as innovative, interactive teaching methods, methods based on the formation of skills to extract knowledge independently, on the development of critical thinking of the student, his autonomy [9]. A key challenge for language teachers is to help develop current thinking about the skills and understandings that the next generation of language learners needs in order that they may take full advantage of mobile technology for learning.

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