

## **MOBILE DEVICES IN FOREIGN LANGUAGE TEACHING**

**Заблоцька Л. М.**

*кандидат педагогічних наук, доцент  
кафедри іноземних мов  
Тернопільський національний педагогічний університет  
імені Володимира Гнатюка  
м. Тернопіль, Україна*

**Цар І. О.**

*кандидат педагогічних наук, доцент  
кафедри іноземних мов  
Тернопільський національний педагогічний університет  
імені Володимира Гнатюка  
м. Тернопіль, Україна*

In today's global world, the importance of foreign language can be neither denied nor ignored, especially English language since this is the most common language spoken everywhere. English is often used as an international language of communication. Ukraine needs to make use of world-wide spoken languages in order to maintain its international image. According to the National Strategy for the Development of Education in Ukraine for the period of 2012-2021 some priority areas have been pointed out. Among them: providing young generation with the quality education that could be available for everyone; ensuring competitive education for Ukrainian citizens in accordance with the requirements of innovative development of society; granting efficient foreign language and information training for students, etc. Higher educational institutions are to prepare future specialists, who would be able to face the challenges of constantly developing world, quickly adapt to new requirements of the society and develop his/her professional and personal skills independently.

A good command of foreign language will allow future professionals to communicate effectively with their international partners /clients, helping them to trust you and your organization, resulting in stable and long-lasting business relationships. The ability to communicate and negotiate with foreign partners specific professional issues is more attractive to companies, which conduct business internationally, thus they would employ preferably those who speak any foreign language fluently. This is the main prerogative of Foreign Language for Specific Purposes that focuses on language skills formation in the certain professional field rather than on teaching grammar and language structures. Thus, Foreign Language for Specific Purposes covers subjects varying from accounting or computer science to tourism and business management, etc.

From the beginning of the twenty-first century, digital technologies have influenced immensely on the development of national education. However, it was Alan Kay, whose name is usually connected with the introduction of the m-Learning concept in the 1970s. He got into Palo Alto Research Center of the Xerox Corporation and teamed up with a few other workers to bring 'Dynabook' to life. Dynabook was a handy personal computer that was created with the aim to teach children through an improved digital approach. However, this device failed to impress because of a lack of technological backing in that era.

It was not until 1994 that IBM Simon, the first smartphone ever, was introduced by Mitsubishi Electric Corp; this device was quite similar to Dynabook. Promoted as a handy personal communicator, this smartphone heralded an absolutely new era during which hundreds of similar devices were introduced by various manufacturers. From then on, nobody ever stopped producing 'smartphones'

Nowadays mobile devices, along with other modern information and communication technologies, are considered to be innovative means of learning that have been used for educational purposes all over the world for the last decades. The introduction of the new generation of technical equipment into the process of teaching English for Specific Purposes is a relatively new phenomenon in Ukraine, and it is the issue requiring a proper investigating.

Using mobiles or any other handheld devices for learning purposes has given rise to the term "mobile learning", which is abbreviated commonly as 'm-learning'. Mobile learning provides the possibility to access the information through virtual media, such as personal electronic gadgets, social interactions, and content. M-learning includes the following devices: smartphones, tablets, laptops, and digital notebooks. It focuses on the learners' freedom of movement and their interaction with technology. In this case, simplifying learning by using mobile tools is what constitutes this informal learning setup.

The principal features of mobile learning are acknowledged as having the possibility for learning procedure to be ubiquitous, spontaneous, informal and personalized. While learning via mobile and handheld gadgets might take longer time in comparison to using computers. Language learners feel a better sense of convenience in terms of time and place, in order to make use of their spare time to learn a foreign language whenever and wherever they are [3].

Students, who want to develop their foreign language skills, "now have more opportunities and facilities to learn a target language than before via using these mobile technologies, and there are now thousands of applications that can be downloaded on their phones and tablets for free or in a very low price in order to use them for learning different languages. These software and applications are commonly known as 'applications', and these language learning applications are highly helpful for specific language learning skills" [4]. They are often designed for learners, who want to enrich their vocabulary, perfect pronunciation, master grammar skills, enhance speaking skills, etc. These applications (Apps) provide users with various learning material that

can be easily downloaded at no or little cost on their mobile devices and that can be available wherever it is needed. Among the best Apps designed for learning a foreign language there are: LinguaLift, Duolingo, HelloTalk, Mindsnacks, Busuu, Babbel, TripLingo, MosaLingu etc.

Usage of mobile devices in foreign language teaching has advantages and disadvantages. On the one hand, they are portable, multipurpose and convenient. They allow to save time and money, because they provide us with necessary information instantly and for free. Besides, due to a recorder, microphone or camera a teacher as well as a student can save any text or an image, listen to a record, take a picture or even find a dictionary or e-book to read. Moreover, mobile devices support personal approach and student's independent learning. The student can fulfil tasks at his own pace, that will definitely raise is self-confidence and enhance knowledge.

However, on the other hand, it is possible to point out some disadvantages of mobile phones in language learning process as well. Thus, despite all those advantages mentioned above, usage of mobile devices makes us addicted to the screen. Another thing is, mobile devices may distract attention by sudden phone calls or messages or social media / news notifications etc, so, in that case, the learner's sense of solitude or his /her engagement in class work or activity will worsen. There also could be certain technical problems (like battery life, screen size, Internet availability, etc.) that may affect learning language.

Conclusion. Using mobile devices has become popular nowadays. Along with other modern information and communication technologies, they are considered to be innovative means of learning that have been used for educational purposes all over the world for the last decades. Mobile devices provide the possibility to access the information anytime and anywhere. There are lots of Apps, suggesting those, who learn or teach various material (texts, exercises, explanations, dictionaries or tests) specially designed to develop language skills. Anyway, along with numerous advantages there are some disadvantages. Therefore, we consider this issue relevant, which requires deeper investigation.

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## ПОНЯТТЯ «МЕТОД ПРОЕКТУ» У НУШ

**Зубкевич О. Я.**

*студентка факультету філології і журналістики,  
Тернопільський національний педагогічний університет  
імені Володимира Гнатюка,  
м. Тернопіль, Україна*

У сучасних умовах розвитку системи освіти вагомого значення набуває впровадження ефективних інновацій у традиційну класно-урочну систему, а також пошук нових форм організації навчання поза її межами. До їх числа належить і метод проектів, хоча він не є принципово новим явищем у науці та практиці.

Метод проектів відомий у світовій педагогіці з кінця ХІХ – початку ХХ століття як метод проблем. Він пов'язувався з ідеями гуманістичного спрямування у філософії і освіті, розробленими американським філософом і педагогом Дж. Дьюї, а також його учнем В. Х. Кілпатріком [5].

За визначенням Buck Institute for Education, проектне навчання – це метод, навчаючись за яким, учні, певний час досліджуючи і реагуючи на справжні, цікаві та складні питання, отримують потрібні знання та навички [3].

Проект розглядають як «п'ять П»: проблема, планування, пошук інформації, продукт, презентація. Шосте «П» проекту – його портфоліо, тобто папка, у яку зібрані всі робочі матеріали (чернетки, плани, звіти тощо) [1].

Метод проектів заснований на:

- 1) розвитку пізнавальних умінь і навичок учнів;
- 2) умінні орієнтуватися в інформаційному просторі;
- 3) умінні самостійно конструювати свої знання;
- 4) умінні критично мислити [1].

Розглянемо **переваги проектного навчання**.

Зокрема, для учнів:

- традиційна аудиторія перетворюється у відкритий навчальний простір, в якому учні рухаються у власному темпі;
- у процесі виконання проекту виникає потреба в самонавчанні та самовдосконаленні;