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MOBILE APPLICATIONS FOR MASTERING ENGLISH AS A MEANS OF ORGANIZING STUDENTS' INDEPENDENT WORK

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ABSTRACT

The article devoted into the contemporary issue of strengthening information and communication technologies within foreign language instruction, focusing particularly on mobile learning. It explores the concept of mobile learning and highlights its advantages in the sphere of language education. Additionally, it provides an overview of various mobile applications tailored for teaching English and shares insights into their utilization within students' independent learning endeavors.

Key words: *information and communication technologies; mobile learning; educational mobile applications; independent work of students.*

INTRODUCTION

Currently, foreign language education is emerging as a fundamental component within the competency-based model of specialized training. As a result, the

significance of foreign language instruction in higher education institutions is notably heightened, particularly when the curriculum emphasizes communicative pragmatism and professional relevance in foreign language courses for students pursuing specialized training. At present, higher education institutions are confronted with the challenge of not just updating the content of their training programs but also integrating new technologies to develop the foreign language communicative skills of future professionals.

METHODS

Today, mobile learning is emerging as a new and evolving field in education, characterized by the establishment of innovative learning environments. With the widespread adoption of mobile technologies and the continuous enhancement of mobile device functionality, UNESCO education experts advocate for harnessing their potential to enhance education quality and accessibility, while also facilitating the development of individualized learning pathways. Mobile devices are effectively employed in the study of various academic subjects, and learning a foreign language is no exception. The efficacy of utilizing mobile devices in language learning is indisputable, primarily due to the fact that the contemporary generation of students, particularly teenagers and young adults, perceives mobile devices as an integral part of their lives, thanks to their attractive interfaces, interactivity, and personalized user experiences. This integration enhances cognitive engagement and motivation in learning. Moreover, the utilization of mobile technologies in the learning process not only enriches educational activities but also facilitates the acquisition of skills and abilities that may be time-consuming to develop using traditional learning tools alone.

From our point of view, the practical application of mobile applications has great potential, but at the same time, the integration of working with applications into the structure of practical training.

ANALYSIS and RESULTS

The most successful products include Sounds Right from the British Council and the Sounds: Pronunciation App by Macmillan Education. These apps provide interactive phonetic tables for both British and American English, along with exercises, game tasks, and tests. From the perspective of enhancing auditory perception and understanding of speech, BBC apps are highly beneficial, offering access to authentic audio, video, and text materials such as Learning English from the BBC and 6 Minute British English. Free apps developed as part of the British Council's educational programs—like Learn English Audio & Video, Learn English Great Videos, and Learn English Elementary Podcasts—showcase top podcasts and videos tailored for English learning. Noteworthy among apps aimed at developing grammatical skills is the Learn English Grammar app from the British Council. Another British Council app, Johnny Grammar's Word Challenge, serves as a quiz for English learners, assessing not only grammar proficiency but also spelling and everyday vocabulary use. This review indicates a substantial number of mobile apps and programs for learning a foreign language are available today, targeting various skills and speech activities. English teachers and students are significantly interested in mobile applications such as Two Minute English, Real English, and Puzzle English. These apps are designed to improve speech perception skills through auditory learning, a skill that is often inadequately developed among students. What makes these apps appealing is their extensive range of resources and tasks specifically designed to address this aspect of language learning.

CONCLUSION

Indeed, the integration of mobile technologies in the educational process enhances the development of students' foreign language skills and abilities. It facilitates effective independent learning, boosts motivation and cognitive engagement, sparks interest in the subject, and enables the intensification and individualization of learning experiences.

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