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**The Use of Mobile Learning as a  
Modern Information Technology  
in Learning of Foreign Language  
in the Educational Institution**

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**Использование мобильного  
обучения как современной ин-  
формационной технологии  
в изучении иностранного языка  
в учреждениях образования**

The article examines the directions of mobile learning in modern education. It is noted that despite the widespread availability of mobile phones among students, mobile learning poorly distributed in high schools. The technical and psychological readiness of students to use of mobile technology in learning is analyzed. It concludes that most of today's students are ready both technically and psychologically to use mobile technology in education, and it is necessary to consider new opportunities for more effective use of mobile learning.

**Key words:** mobile learning, methods of mobile learning, student's readiness to mobile learning.

Мақалада қазіргі заманғы білім беруде бағыттары мобильді оқытуды пайдалану қарастырылады. Студенттер арасында ұялы телефондардың кеңінен таралғанына қарамастан жоғары оқу орындарында мобильді оқыту саласы дамуының деңгейі төмен. Мобильді технологияларды білім алуда пайдалану студенттердің техникалық және психологиялық дайындығы талданады. Қазіргі студенттердің көпшілігі техникалық және психологиялық тұрғыдан білім беру жүйесінде мобильді технологияларды игеруге дайын екендігі және мобильді оқытудың тиімді пайдалану үшін жаңа мүмкіндіктер қарастыру керек деген қорытынды жасалады.

**Түйін сөздер:** мобильді оқыту, оқытудың әдісі мен құрамы, студенттердің мобильді оқытуға дайындығы.

В статье рассматриваются направления использования мобильного обучения в современном образовании. Отмечается, что, несмотря на широкое распространение и доступность мобильных телефонов среди студентов, мобильное обучение слабо распространено в вузах. Анализируется техническая и психологическая готовность студентов к использованию мобильных технологий в обучении. Делается вывод, что большинство современных студентов технически и психологически готовы к использованию мобильных технологий в образовании, и необходимо рассматривать новые возможности для более эффективного использования потенциала мобильного обучения.

**Ключевые слова:** мобильное обучение, методы и средства обучения, готовность студентов к мобильному обучению.

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**Introduction**

For the last 20 years the social and economic development of Kazakhstan and related changes in the different spheres of public life has led to renewal of the national education. At the present time the establishment of new educational system focused on entrance into world information and education space is taking place in Kazakhstan. This process is followed by significant changes in the pedagogical theory and practice of educational-bringing-up process associated with adjustment to content of learning technology. It becomes necessary to develop a new model of learning based on the modern information technologies that realize principals of personal education.

The information technologies mean different ways, means, and devices of processing and release of information, largely by the aim of personal computer as well as special software, interchangeability by the Internet and associated equipment.

The information technologies, considering as one of elements of entire education system, not only facilitate access to information, give opportunities to vary learning activity, its individualization and differentiation, but also make possible an interaction of all the subject of learning activity, to establish educational system in which students would be active and equal participant of learning activity. Adoption of new information technologies to learning process makes it possible to activate learning process, to realize ideas of developmental learning, to advance a pace of learning process, to increase an amount of student individual works [1].

**Materials and methods**

The main aim of learning English in the educational institutions is an acquirement of communicative competence in foreign languages, ability to use a theoretical knowledge of language in practice and feel confident in English speaking atmosphere. In this regard a teacher should create such situation for speaking in foreign language which makes them close to environment of casual and business life as much as possible and complies with the individual

and psychological language peculiarities of students. For the successful achievement of this aim it is used an innovation computer technology.

The important specification of the modern computer technologies is their interactivity. Influence of information from author (teacher) to recipient (students), in this case a recipient (students) is not passive; in return he impacts on author (teacher). This impact is an opportunity to switch over a button at any time or go to other site, that is an opportunity of immediate intervention, question, comments from side of recipient (students).

UNESCO Institute for Information technologies in education published an analytical note under name «M-Learning» about an important role of mobile communications tools in the life of youth and about ignorance of this fact by teachers. It is true. It is not a secret that most of our young generation studying at the educational institution does not use even conventional paper resource (books, educational guidance, dictionaries). All the information is gathered by means of computer, mobile phone, iphones, and other gadgets with Internet connection. The widespread use of above mentioned devices allows modern teachers to make them helpers in organization of teaching process. In that way technology named m-Learning comes into view.

For the first time technology m-Learning was appeared in the USA in 1968, when Allan Key and his colleagues form Learning Research Group created Dynabook, computer designed for learning. Since that time m-Learning has been developed along with advanced information technologies.

Today e-Learning get widespread use. It is no wonder because this technology has a set of advantage.

1) Never had there been so accessible technology in the history of information technology in educational sphere.

2) Students can receive information anywhere despite where they are: he can wait for a bus at a stop, go along the street, and have breakfast.

3) Technology offers students an individual conception of learning. Lecture, class, practical works focused on individual characteristics of every student and life style.

4) It carries information by means of new media channels and establishes different forms and types of work. Apps used in m-Learning offer a wide range of work from games, tests till mini serials.

5) Information is delivered by on-line mode. The students can make a note, take a photo, record

audio and video and sent to computer by the Internet using mobile devices that turn into generalized facilities of information sharing.

6) The feature of this technology is an interaction between the participants of teaching process. The students and teachers can be connected by Internet not only in learning activity, but also after it. The exchange of SMS and MMS by means of mobile connection, discussion on chat and blog, exchange of e-mails online, make a learning process continuous and various.

7) It advances working skills on a mobile device. Use of mobile device is a part of modern business life so education in this sphere directly helps to improve competitiveness, to acquire important knowledge and skills and to advance the method of work.

8) Combine learning and entertainment. (One of the popular direction in education in this days)

The most advanced mobile device that may be used in practice of foreign language teaching, is considered to be a tablet computer (iPad) because of its genericity (you can listen to music, read a book, write, search for information online, play games and so on), gauge, touch screen that is sensitive to every touch flick and by means of it, texts can be scaled up and down as much as right size, a great number of participating apps (including the developed for iPhone) which is intensively being used in teaching of foreign languages. As well as big advantage is that this apps give an opportunity to students to move from free search and web browsing to so called personalized web search (*personalized choice of content*) that allow to create personalized profession-oriented teaching space as far as useful apps such as a teaching guide, dictionaries, references, class scheduler, maps, specialized web search engines, podcasts of lecture and news, news feed from profession-oriented sites or blogs and other are usually downloaded to the Smartphone of teenagers who have respect to m-Learning. From point of our culture-specific concept view, it is necessary to remind teenagers use the tablet computers less frequently than Smartphone. With this in mind, we will speak about the use of this mobile device in learning of foreign languages in particular [2].

## Results and discussion

On this way, we try to answer to question: why should we draw attention just for this teaching technology in learning of foreign languages? Answers are listed below:

1) It enhances a motivation in learning of foreign language by means of foreign technology. In fact, child's acquaintance with Smartphone takes place before going to school. This mobile device is very familiar to him, he uses it every day;

2) It develops communicative competence of students;

3) It is an assistance for students to appeal main four types of foreign language, that is reading, writing, speaking and listening;

4) It helps to use a foreign language as a communication means;

5) It helps a learning process so students have an opportunity to study, analyze, and choose types of activity that is real and important [3].

How can we use a device for learning when it was made for entertainment? The undertaken study among teenagers at the ages of 15-18 shows that 100 % surveyed students use their Smartphone for dictionary access in foreign language classes. This can be both downloaded apps and online dictionaries. Modern apps are not just a hard copy in e-form but a program having audio apps. That is, while applying such dictionaries students can not only know a meaning of words but also have an opportunity to listen to its right pronunciation that assists in right memorizing.

The second place by popularity is followed by listening to educational audio files and sometimes video films. Apart from file playing, modern Smartphone have an ability to record it. In learning of foreign languages this function is useful as long as it gives opportunity to record your speech, later listen to it; therefore students pay attention to their mistakes if any. By means of Internet connection and wireless data transmission feature (Wi-Fi, Bluetooth) a record can be transmitted to teacher's device for the following control.

The use of such mobile service as SMS (short message service) is a means for advancing writing skills. The easiest task is a vocabulary testing online when a teacher sends to the students a lexical item or

entire sentence, in reply the teacher receives translation. Eitherhe includes game elements. The students send lexical items in a circle by means of short text message and in this way all of them create a short essay or a quite number of stories. The teacher sends the first message which sets a tone for continuation. Then one of the students writes a couple of phrase, and so on, at the end the teacher get a completed work to his device. SMS service which come sat a price can be exchanged to free apps as Skype, Chat-on or e-mail.

The capability of modern Smartphone is almost limitless. The main advantage of it is not only access to the Internet but also web browsing in full. The students' mobile phones are connected to the info media of educational institution at anytime as an alternative to desktop and it is used for realizing common projects and team woks. Through it students get individual tasks on vocabulary and grammar. The test is accessible online. The results of test are transferred to the user account of the teacher.

### Conclusion

Mobile devices are covered all the sphere of our life and a mobility is becoming one of the key requirements to the students. Nontraditional teaching method by mobile service has an enormous potential in the sphere of learning foreign languages. Generally, we should say that the teachers play an important role in process of mobile learning's implementation. We think that teachers should determine the effectiveness of mobile learning by in practice. The willingness of teachers to mobile learning should be formed under the influence of all of capabilities and limitations in m-learning. This will avoid the negative perceptions and biased vision of the problems in mobile learning's implementation. The main result in our study is that teachers are ready to accept mobile learning and they motivated to use mobile technologies for convenience of students' learning a foreign language

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