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MODERN MOBILE TECHNOLOGIES AS AN INNOVATIVE MEANS OF LEARNING FOREIGN LANGUAGES

The use of mobile technology in the classroom is becoming increasingly popular among educators teaching English as a second language. With the advances in technology, teachers can use mobile technology to engage students in the learning process and help them learn English more efficiently and effectively (Makhovych, 2022, 47). This approach became the impetus for further changes in higher education: modernization of the educational process: introduction of new approaches to the presentation of theoretical material, conducting practical and laboratory classes, etc. (Naciri and others, 2020, 2).

The term "mobile learning (M-learning)" refers to the use of mobile and portable IT devices, in particular, mobile phones, laptops and tablet PCs in education.

Mobile devices (phones, handheld computers) are much more affordable than desktop computers. The introduction of tablet PCs allows for mobile Internet access with equal, if not greater, functionality than desktop computers.

Since mobile computing technologies are becoming more portable, accessible and easy to use, this leads to the spread and application of M-learning among student youth. However, this process is mostly spontaneous and not systematized (Fombona and others, 2020, 168).

Among the main didactic functions that can be implemented with the help of mobile technologies, the following should be noted:

1. Mobile Apps: Mobile apps can be used in the classroom to provide students with interactive activities and games. For example, apps like Quizlet, Duolingo, and

Kahoot can be used to help students practice their vocabulary and grammar (Chen, 2021, 1442).

2. Video Conferencing: Video conferencing tools such as Zoom and Skype can be used for students to practice their listening and speaking skills with native English speakers. This can be used for individual or group sessions.

3. Online Learning Platforms: Online learning platforms such as Edmodo, Google Classroom, and Moodle can be used to assign tasks, distribute materials, and track student progress.

4. Augmented Reality: Augmented reality tools such as ARIS can be used to create an immersive learning environment by incorporating virtual objects into the physical classroom space.

5. Text Messaging: Text messaging can be used to send out reminders, provide feedback, and check in on student progress (Saikat and others, 2021, 459).

The use of M-learning in the classroom can provide a number of benefits for both students and teachers. It can help to create an engaging and interactive learning environment. It also allows for personalized and individualized instruction, as well as increased access to resources (Sun & Gao, 2019, 1181). Mobile technology can provide an effective way to track student progress, provide feedback, and assess student understanding. However, there are also some challenges that come with using M-learning in the classroom. For example, not all students may have access to the same technology, or may not be comfortable using it.

In conclusion, the use of M-learning in the classroom can be an effective and engaging way to teach English as a second language. Although, the application of educational technologies based on M-learning today requires detailed analysis and systematization. It can provide students with personalized instruction, increased access to resources, and an engaging learning environment. However, it is important to be aware of the potential challenges that come with using M-learning in the classroom, such as access to technology, technical issues, and spending too much

time on technology-based tasks. By considering these factors, teachers can use M-learning to effectively enhance their lessons and help their students become more proficient in English.

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