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Research Article

THE ROLE OF MOBILE TECHNOLOGIES IN DEVELOPING STUDENTS' MEDIA COMPETENCE

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ABSTRACT

This article reveals the importance, role and necessity of using mobile technologies in the development of non-philological students' foreign language media competence. Besides, the didactic possibilities of mobile technologies, the use of technologies based on the use of mobile devices and wireless communications in the educational process have been studied.

KEYWORDS

Media, competence, mobile, mobile education, mobile technology, media competence, mobile devices.

INTRODUCTION

The environment and its importance play a significant role in language learning. Learning a language in an environment where the language is spoken or not can lead to a decrease or increase in difficulties in listening comprehension. From a psychological point of view, first and foremost, there must be a motivation that encourages speaking. Therefore, it is necessary to choose interesting materials for language learners and direct them to speak by linking their statements to real life through analysis and synthesis.

Speaking is an active process of speech activity, which does not lose its activity not only while speaking but also while listening to the speaker. This process is carried out purposefully and directed towards a goal. Speaking as a type of speech activity is not used independently; instead, it is closely related to other speech activities and serves to complement each other. While speaking is one of the types of speech activity, it is also closely and integrally related to other types of speech activity.

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Today, due to the further development of higher education in our country, there is an increasing demand for specialists in English who meet global and market relations requirements and for specialists with media competence. The English language has a significant contribution to the development of the media competence of future specialists.

The wide-ranging work being carried out in the education sector of our country aims to prepare competitive personnel for production, services, and all areas of our society, trained based on modern requirements. In order to develop traditional and non-traditional methods of organizing the learning process in our country, improve the qualifications of teachers, and thus improve the quality of education, several reforms are being implemented. Therefore, today's education is characterized by a systematic, technological approach and the broad use of mobile technologies, ensuring guaranteed results.

Considering the didactic possibilities of mobile technologies, it is necessary to determine the limits of terminology usage. In a broad sense, mobile technologies refer to technologies based on the use of mobile devices and wireless communications that provide access to the global network.

Mobile learning refers to solving a set of educational tasks using mobile technologies. At the same time, mobile learning can also be called a small type of electronic learning, along with distance learning. Mobile learning ensures that students acquire specially organized learning materials, and access to these materials is provided through mobile technologies and devices. This approach is reflected in the following definitions:

- "Mobile learning" is electronic learning organized using mobile devices without being limited by the learner's location;
- "Mobile learning" (M-learning) means using mobile and portable IT devices such as PDAs (Personal Digital Assistants), mobile phones, laptops, and tablets for teaching;
- "Mobile learning" is electronic learning organized using mobile devices, which is not dependent on time and space, and is based on interdisciplinary and modular approaches in pedagogy;
- "Mobile learning" is a form of organizing the learning process based on the use of mobile computing devices and wireless communication;
- "Mobile learning" involves the use of simple handheld tools, along with wireless and mobile communication, to facilitate, support, and expand the scope of teaching and learning.

At the same time, the following definitions may lead to the incorrect interpretation of mobile learning:

- "Mobile learning" is any activity that allows individuals to be more efficient in using, interacting, or creating information through a compact digital portable device that is always accessible, reliable, and placed in a pocket or bag;
- "Mobile learning" refers to any educational service converted into a portable or handheld device that is either a single or stable technical tool.

In our opinion, in these cases, we need to talk about mobile learning methods used to solve specific educational problems. At the same time, the use of this or that mobile technology in the learning process is not

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organized automatically. As B.Ye. Starichenko points out, when deciding on the use of a particular ICT tool in teaching, the teacher should follow the following principles [2]:

- The use of ICT should ensure significant improvements in any aspect of the learning process. Due to the conservatism of the established teaching system, it is appropriate to introduce innovations into didactics only when they provide clear advantages over traditional approaches in addressing existing practical issues;
- The primacy of didactics over technology: the didactic task takes precedence, not the technology itself; however, the technology must provide a more successful solution than traditional methods;
- Economic feasibility – it is necessary to develop and implement ICT usage directions in the learning process that provide the greatest didactic impact with minimal costs and time spent by the student.

Mobile technologies are secondary to didactic goals and objectives, serving as a means of achieving them, rather than constituting the core of the entire learning process. Thus, the use of ICT tools in teaching must be justified and offer clear advantages over traditional teaching methods.

In our research, the technological and logical foundations of mobile learning are understood as methods for solving specific didactic tasks through any mobile technologies. At the same time, mobile learning methods can be integrated into the general methodology of studying any discipline and applied together with traditional subjects.

Let's examine the potential of mobile technologies in teaching as described in foreign studies.

The possibility of organizing an additional form of "student-teacher" interaction

M. Ebner described the advantages of using mobile devices connected to the Internet to send short messages via microblogging, which created an additional form of communication between listeners and the teacher during lectures [1].

The interaction between students and the teacher through microblogging during lectures can help overcome problems previously identified by researchers, such as:

- the lack of feedback from listeners;
- the student's fear of asking questions;
- the passive role of listeners caused by the paradigm of a single lecturer (non-participation in the lecture process).

However, based on the principle of economic and didactic feasibility, microblogs are unlikely to be highly effective during a school lesson, since fewer students participate in specialized subjects compared to lectures in institutions.

The possibility of organizing a gamified form of teaching, using mobile devices as a technical platform, is exploring new ways to enhance educational processes through game technologies and the "gamification" of the learning process. The scenarios for using such a teaching method involve both direct participation of the teacher in the game process and the independence of both the teacher and students. Introducing a gamified form of learning through

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mobile devices can help achieve higher educational outcomes by increasing motivation.

Research on the free time needs and preferences of adolescents has shown that quests are one of the most popular genres of computer and Internet games. A quest (from the English word "quest" – "search") is a game genre that requires the player to solve mental problems to progress through the storyline. According to the level of reality, quests are divided into real and virtual. Participants in quests highlight that the appealing aspect of this game activity is that it promotes the development of logic, attention, and intellect [4].

The possibility of organizing survey and testing systems is another way to use mobile technologies in teaching, by employing them as elements of survey organization systems. This approach is organizationally more efficient than using separate response consoles. In this case, students' mobile devices provide the receipt of questions remotely, identification of answers, and transmission of voting results.

Based on the technical characteristics of mobile survey systems, S.V. Titova identifies the following didactic functions [3]:

- immediate feedback when problems arise during the learning process;
- assessment and monitoring of the dynamics of knowledge assimilation;
- control over student performance;
- increasing student participation, activity, and motivation;
- organizing group discussions;
- creating a psychologically comfortable environment for shy students;
- maintaining students' attention;
- reducing the risk of cheating (using a timer);
- teaching in conditions of limited technical capabilities;
- allowing immediate involvement without additional instructions (students are familiar with devices and working rules).

During the trial use of mobile survey systems, researchers identified several shortcomings, such as:

- potential technical malfunctions;
- no open questions (there are always multiple-choice options);
- some students may not take the survey seriously;
- the use of mobile devices can distract students' attention;
- voting with mobile devices may waste time in the classroom.

Another approach to organizing mobile surveys involves the teacher using a smartphone to scan individual student codes. One implementation of such a system is the Plickers resource. In this case, students do not need smartphones or Internet access. The teacher can generate cards and assign them to their groups. Practical experience with this survey system has shown that this approach offers several advantages in environments where higher education institutions are not technically equipped.

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To organize the learning process using mobile technologies, in addition to fulfilling the technological requirements, a number of tasks aimed at preparing educational content and improving methods need to be addressed, such as:

- developing a method of presenting materials that does not require significant effort from the teacher and is sufficiently simple and convenient on any modern mobile device to use augmented reality tools effectively;
- since mobile devices offer new opportunities for the teacher, it is necessary to choose the optimal method and service for presenting, placing, and distributing educational content, and for exchanging information;
- to implement the game form of training, it is necessary to use services that allow simulating game situations regardless of the subject's content, enabling the teacher to focus on the content of the game rather than the plot;
- it is necessary to use formats that are freely adaptable for mobile devices to increase the interactivity and visibility of instructions for working with software products;
- to successfully organize a survey or test, it is important to choose the most convenient and effective service, prepare appropriate content, and organize students' activities;
- to enhance students' motivation in developing programming skills, it is necessary to use mobile devices as targeted platforms in teaching methods;
- when implementing teaching methods aimed at students' independent work, it is necessary to utilize the communication capabilities of mobile devices.

Thus, the diverse didactic possibilities of mobile technologies allow for the creation of a mobile learning system aimed at studying a specific discipline, particularly the "English language" subject.

Building a system of teaching methods based on mobile technologies requires, on the one hand, systematizing them, identifying the specific features and principles of constructing the system, and determining the place of each method according to the thematic content

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