

PROBLEMS WITH MOTIVATION AND SELF-DISCIPLINE WHEN LEARNING INDEPENDENTLY VIA MOBILE DEVICES

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Abstract: The article discusses the advantages and disadvantages of m-learning, the role of mobile learning, old and innovative technologies of the 21st century in teaching Russian. It examines the importance of modern technologies for increasing students' interest in learning a language, as well as effective methods of using these technologies in the educational process.

Keywords: mobile learning, motivation, self-discipline, methodology, device, exercise, multimedia

Motivation and self-discipline are key factors that determine success in any type of learning, and m-learning is no exception. "Problems with maintaining motivation" are among the most common in mobile learning, especially if students study independently, without regular supervision from the teacher. Mobile learning, despite all its advantages, requires students to have a high level of self-organization and the ability to manage their time. The lack of a clear schedule and structure, which is usually set in traditional training, can lead to a decrease in the regularity of classes, omission of important topics and insufficient attention to complex sections.

One of the reasons for reduced motivation may be "loneliness in the learning process." In the context of self-directed learning via mobile devices, students may feel isolated and unsupported, which negatively affects their emotional state and level of engagement. Unlike traditional learning, where students can discuss complex issues with teachers and fellow students, m-learning often involves individual work with the material, which can weaken the learning process if the student does not have enough confidence or knowledge to complete tasks independently. This is especially true for studying complex language topics that require practice and discussion.

In addition, "self-discipline" is a critical aspect of mobile learning. Since students can plan their own time and choose when to study, there is a risk of postponing classes and disrupting the consistency of the learning process. Self-discipline is a skill that needs to be developed, and not all students are organized enough to successfully use mobile apps for learning purposes. Mobile devices can also distract students' attention, as there are many other sources of information and entertainment (social networks, instant messengers, video games, etc.) on the

smartphone at the same time as educational applications, which increases the likelihood of procrastination.

After analyzing the advantages and disadvantages of mobile learning, highlighted by both foreign and domestic scientists, we can conclude that mobile learning corresponds to the key principles and features of short-term training. This is manifested in the intensity of classes, complementarity to the main course, practical orientation of the educational process, as well as a corrective role in relation to stationary training. It also takes into account the heterogeneous composition of students by age, psychological and social characteristics, narrow communication orientation and priority of the aspect-integrated approach. Short-term RCT courses are distinguished by their communicative focus and focus on individualizing the learning process.

The use of mobile learning in independent work is also of great importance, since a limited number of classroom hours requires the active use of such technologies. Mobile devices help maintain motivation, diversify the learning process, and reduce psychological barriers. For the experiment, tasks were developed that were adapted to be performed on mobile devices, which students use in everyday life. As a result, a comfortable educational environment is created that takes into account the individual characteristics of students, such as their pace of work, speed of reaction and memorization, which contributes to more effective learning.

M-learning is a powerful tool for learning Russian as a foreign language, offering a wide range of opportunities due to its flexibility, accessibility and interactivity. However, despite all its advantages, mobile learning requires careful organization, the right approach to creating educational materials, and a high level of motivation and self-discipline on the part of students. Teachers should adapt their teaching methods to the conditions of m-learning, take into account the features of mobile technologies and actively participate in the process of digitalization of education. Students, in turn, should develop independent learning skills and learn to use mobile devices as a tool for productive language development, without being distracted by extraneous factors.

Successful implementation of mobile learning requires careful consideration of all its aspects, including the opportunities and limitations of mobile technologies, as well as pedagogical and psychological factors that affect the effectiveness of the learning process.

The use of mobile technologies in language learning is a relatively new area that attracts the attention of both foreign and domestic researchers. The functionality of mobile devices seems almost limitless, while the cost of an affordable smartphone is significantly lower than, for example, a laptop, and the user's mobility is significantly higher, which allows you to learn at any time and in any place, if you are motivated.

From the review, it becomes clear that to date there are a limited number of studies aimed at studying the impact of mobile learning on the development of specific language skills. In addition, there are almost no empirical studies with a long follow-up period of one year or more, which makes it difficult to create a reliable empirical basis for the formation of theories specific to mobile language learning (MALL). Thus, one of the promising areas of further research is the development of theoretical foundations for mobile foreign language teaching, which can significantly increase its effectiveness.

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