

APPLICATION OF MOBILE LEARNING IN LEARNING RUSSIAN AS A FOREIGN LANGUAGE (RCL)

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Abstract: The article is devoted to the role and effectiveness of mobile learning, of innovative technologies of the XXI century in teaching the Russian language. 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, methodology, devices, social networks, access, exercise, multimedia

Mobile learning plays a significant role in learning the Russian language, providing students and teachers with many opportunities to improve the effectiveness of the educational process. Mobile technologies allow students to integrate the language into their daily lives, which is especially important when learning a foreign language, such as Russian, which requires constant practice and interaction with the language environment. Using mobile devices such as smartphones and tablets allows students to continuously improve their language skills, regardless of time and place.

The use of mobile learning in Russian creates conditions for a more flexible and personalized educational process. Students can choose materials and tasks based on their needs and level of training. This contributes to the creation of individualized learning paths, where each student has the opportunity to work at their own pace and learn new topics at a convenient time. Mobile applications for learning Russian often include a variety of exercises, such as listening, reading, writing and speaking, which allows students to develop all aspects of language proficiency.

The problem of developing a mobile learning system within the framework of open distance education was investigated by V.A.Kuklev in his dissertation. The possibilities of mobile technologies as a tool for learning foreign languages are discussed in a study by K.V.Kapranchikova. P.V.Sysoev emphasizes the methodological role of mobile technologies in the process of teaching foreign languages, noting their significant contribution to the formation of socio-cultural and intercultural competencies of students. I.V.Nefedov and K.A.Popova consider mobile learning as an innovative tool in teaching Russian as a foreign language. In turn, S.V.Titova focuses on the didactic challenges associated with the

introduction of mobile applications in the educational process in foreign languages. Foreign scientists consider mobile learning to be one of the most promising areas for the further development of modern pedagogical science.

Special attention is paid to the development of communication skills through the use of mobile technologies. Virtual language communities, forums and chats with native speakers create opportunities for active communication in Russian, which contributes to students' immersion in the language environment. These resources make it possible to practice the language in real-world settings and get instant feedback, which significantly improves the assimilation of the material.

Mobile learning also provides teachers with tools to monitor and evaluate student performance in real-time. Teachers can use various forms of testing, online surveys, and assignments, which simplifies the process of monitoring student progress. In addition, mobile technologies allow teachers to easily adapt educational materials to the current level of students, providing a more personalized approach to learning.

It is important to note that mobile devices are actively used not only for practical classes, but also for independent work of students. Students can independently study grammatical structures, expand their vocabulary, listen to podcasts in Russian, or watch educational videos. This allows you to maintain interest in learning the language, as well as increase students' motivation and autonomy.

Thus, mobile learning significantly expands the opportunities for both students and teachers to learn the Russian language. It not only makes the learning process more flexible and accessible, but also contributes to the active involvement of students in language practice, which positively affects their success in mastering the Russian language.

Methods of using mobile learning to study RCTs

Currently, there is an active introduction of innovative approaches to teaching Russian as a foreign language using digital technologies in an online environment in which mobile devices play a key role. RCT teachers need to effectively use modern technologies for teaching foreign students. The forced transition to distance learning in the spring of 2020 demonstrated the importance of teachers' knowledge of digital methods and skills, as well as the ability to apply modern achievements in this area in practice. The entire education system is faced with the most important task-maintaining a high level of teaching in conditions of uncertainty, which requires a high degree of professionalism from specialists in the field of RCT. The use of mobile technologies increases students' motivation and makes the learning process more diverse and exciting. One of the current trends in the field of mobile learning is its integration into traditional educational processes in order to optimize learning, while maintaining the basic methodological principles of the traditional system.

Mobile learning is a relatively new phenomenon in foreign language teaching. However, the very idea of learning independent of stationary computers dates back to the 70s of the XX century, when A.Kay developed the first portable device. With the development of technology, mobile phones have begun to attract the attention of researchers and teachers due to their educational potential. J.Burston, analyzing research related to mobile learning, notes that from 1994 to 2012, about 575 papers on this topic were published. These studies cover the technical capabilities of mobile devices, pedagogical design, theoretical aspects of learning, the impact on student motivation, and the training and competence of teachers.

In the first studies, there are different interpretations of mobile learning:

- training implemented via a portable device;;
- e-learning, which uses mobile devices and wireless Internet access.беспроводной The Internet;
- a form of education in which the goals, means, and technologies of education are implemented online.

In our research, we rely on the definition proposed by Yu.V.Troshina and N.O.Verbitskaya in the context of foreign language teaching methods. Mobile learning in this case is considered as a form of organizing an autonomous and personalized learning process, where the main or leading role is played by mobile devices. These devices allow students to develop language skills, as well as socio-cultural and cross-cultural competencies, not only within the classroom, but also at any time and in any place convenient for them. Mobile technologies (MT) in education are a set of technical and software tools of portable devices that help achieve educational goals.

Using mobile learning in Russian language teaching. I am familiar with one of the modern and promising methods. This approach allows you to create learning environments that integrate into students' daily lives and provide flexibility in language learning. Mobile learning is based on the use of mobile devices (smartphones, tablets, laptops) that provide access to educational materials at any time and in any place.

One of the key aspects of the mobile learning methodology is its ability to provide access to a variety of multimedia resources. These include audio and video materials, language learning apps, electronic dictionaries and textbooks, and interactive tasks that allow students to actively interact with educational content. The use of audio files and podcasts contributes to the development of listening skills and perception of Russian speech, and the use of video recordings helps to improve the skills of understanding the language in a visual context.

Mobile technologies enable active interaction with native speakers. Through social networks and mobile apps, students can practice the language with native

speakers, which provides real language practice and helps overcome communication barriers. Teachers can organize such forms of communication, integrating them into the learning process.

Mobile learning also contributes to the development of autonomy in language learning. Students can use mobile apps to complete their homework, take tests and exercises on their own, and repeat the material they've learned at a convenient time. This allows you to build a personalized learning path that will meet the individual needs and goals of the student.

One of the most effective methods is to integrate mobile applications with automatic feedback functions. Students can immediately see their mistakes and receive corrections, which allows them to quickly learn from mistakes and increases the level of independent learning. It also promotes the development of self-control and self-esteem skills.

The role of the teacher in mobile learning should also be taken into account. The teacher becomes not just a carrier of knowledge, but also an organizer of the learning process, which guides students, helps them choose the appropriate mobile tools and resources, and monitors their progress. Mobile technologies allow teachers to quickly check assignments, give feedback and adjust the learning process depending on the success of students.

Mobile learning offers significant opportunities for flexible, personalized and interactive learning of Russian as a foreign language. Methods based on mobile technologies involve the active use of multimedia resources, interactive tasks, and applications for independent learning. Interaction with teachers and native speakers through digital platforms plays an important role. This helps to increase students' motivation, makes the learning process more accessible and effective, introducing the language into the daily life of students.

Methodically competent use of mobile technologies helps to increase students' motivation when studying RCTs, as students feel success due to conscious control over the learning process and visible results of using mobile applications. When integrating mobile technologies into the educational process, it is necessary to take into account a system of criteria for selecting high-quality educational applications that include technical, organizational, financial, psychological, pedagogical, and ergonomic aspects. These groups include criteria such as compatibility with various operating systems and devices, whether the application is paid or free, whether audio-visual support is available, interactive features, access to task results, whether the interface is unified and user-friendly, and other important characteristics.

Currently, the methodology of teaching RCTs faces the important task of carefully analyzing and selecting mobile applications in order to determine from the

many available options that are really effective, which contribute to the achievement of educational goals and the development of students' independence.

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