

ADVANTAGES AND DISADVANTAGES OF M-LEARNING FOR LEARNING RUSSIAN

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Abstract: The article discusses the advantages and disadvantages of m-learning, the role of mobile learning, 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, "m-learning", methodology, access, exercise, multimedia

Mobile learning, or "m-learning", is one of the most advanced educational technologies, which is based on the use of mobile devices for the provision and assimilation of educational material. In the modern digital world, it becomes particularly relevant for learning the Russian language. One of the key advantages of m-learning is its "flexibility", which allows students to independently choose the time, place and pace of learning. This is especially important for students studying Russian from different countries with different time zones, cultural characteristics, and language skills. M-learning offers students the opportunity to learn Russian at any time convenient for them, whether during a trip to work, walking or relaxing. This aspect of flexibility makes the learning process more natural and integrated into students' daily lives, which reduces barriers to regular classes and keeps motivation at a high level.

"Accessibility" is another important advantage of m-learning. Thanks to mobile devices and Internet technologies, students can access a huge number of educational resources, such as electronic textbooks, podcasts, video lectures, interactive courses and tests, wherever they are. This is especially useful for those who do not have the opportunity to attend traditional face-to-face classes or have limited access to educational institutions. This opens up great prospects for the study of RCTs, as students from different parts of the world can access materials developed by leading linguists and teachers, without having to be physically present in training centers. While traditional study programs require a fixed schedule and location, m-learning eliminates these limitations and allows students to study remotely, without being tied to an audience.

Another important advantage is the "interactivity" provided by modern mobile applications and learning platforms. Interactivity plays a key role in the language learning process, as it allows students to actively engage in the learning process, rather

than being passive consumers of information. M-learning technologies offer a wide range of interactive formats, such as online tests, games, chatbots for practicing language skills, forums for communicating with native speakers and teachers. These interactive tools help students improve their grammatical and lexical skills, develop oral and written speech, and develop listening skills in real-world language situations. For example, mobile apps such as Duolingo, Lingualeo, Drops, and others provide interactive tasks that make the learning process more interesting and productive. These apps use game elements (gamification), such as getting points for completing tasks, which keeps you motivated and makes learning fun.

The theory of mobile learning is widely used in foreign pedagogical practice. The UNESCO Institute for Information Technologies in Education has developed the "UNESCO Policy Recommendations on Mobile Education". This document provides a concise definition of mobile learning: It is the use of mobile technologies both separately and in combination with other information and communication technologies (ICTs) to organize the educational process, regardless of the place and time. Learning can take many forms, and mobile devices allow students to access educational materials, interact with other users, and create content both in and out of the classroom. Mobile learning encompasses activities aimed at achieving educational goals, such as effective management of school systems and improving interaction between educational institutions and student families.

Many researchers, such as M. Bransford, J. Douglas, D. Kelly, T. Rekkedal, and S. Geddes, distinguish between e-learning and mobile learning. The main difference, in their opinion, is that mobile learning is not tied to a specific place and time, which makes it more individualized and informal. Scientists, including S. Hargadon, S. Geddes, J. Douglas, D. Kelly, M. Bransford¹ and others, consider mobile learning to be one of the most promising areas in modern pedagogy. K. Robinson, a British international adviser on creative thinking, education and innovation in government and public institutions, argues that the development of mobile learning, M. Kumari and S. Vikram, discussing the advantages of mobile learning, emphasize that this type of learning is truly individual, taking into account the interests, needs and capabilities of each student. M. A. Goryunova and M. B. Lebedeva, analyzing mobile learning in the context of the implementation of the Federal State Educational Standard, identify the following characteristics of m-learning:

1. Focus on achieving metasubject results: the use of mobile devices contributes to the formation of all types of universal learning activities (cognitive, regulatory, communicative).

¹ Трошина, Ю. В. Мобильное странному языку: понятие, функции, модели [Текст] / Ю. В. Трошина, Н. О. Вербицкая // Современные проблемы науки и образования. – 2015. – No 3. – С. 480–490

2. The possibility of introducing new approaches to assessment: involving students in the assessment process, increasing the role of reflexive tools and using computer-based assessment tools.

3. Increase the share of independent work of students.

4. Expansion of available information resources (electronic textbooks, educational resources, cloud services and tools)".

The article by I. V. Nefedov and K. A. Popova examines the use of mobile learning technology in teaching Russian as a foreign language. The authors believe that specialized educational programs can be effectively used in RCT classes (currently Google Play, about 80 such applications are available on Google Play), virtual excursions can be organized, students can create educational videos and conduct group work with them, and QR codes can be used to facilitate the learning process.

Thus, despite some disadvantages of mobile learning, mainly related to the technical limitations of modern mobile devices, researchers are confident that it is necessary and effective in the educational process.

Main challenges and difficulties faced by students and teachers

Despite its many advantages, the use of m-learning in learning Russian as a foreign language is associated with a number of challenges and difficulties. One of the key problems is the "need to adapt educational material" for use on mobile devices. Teachers face difficulties in creating effective methods and courses that will meet the specifics of m-learning. Mobile devices tend to have limited screens and functions, which requires reworking traditional educational materials for convenient use in a mobile format. For example, long texts and complex tasks that may be easy to complete on a computer or in printed textbooks on mobile devices require simplification and division into small segments. This makes it necessary to develop special interactive tasks that will meet the technical capabilities of mobile applications and contribute to the successful development of the material.

Another challenge is the "need for technical training of teachers". Not all RCT teachers have sufficient proficiency in digital technologies to effectively implement m-learning in the educational process. For successful implementation of mobile learning, teachers need not only to be proficient in language and pedagogical techniques, but also be able to use mobile applications, video conferencing platforms, interactive tests, and other tools. This requires additional training and time to learn new technologies, which can be a serious barrier for teachers, especially for those who are used to working in a traditional educational environment.

On the part of students, one of the main difficulties is "the lack of live communication and interaction with the teacher." Despite the fact that mobile technologies provide many opportunities for remote communication, they cannot completely replace personal contact with the teacher, which plays an important

role in the processes of error correction and student motivation. In instant messengers and chats, there is no immediate emotional response, and delays in responses can weaken interaction. This disadvantage is particularly acute in language training, where lively speech, intonation, nonverbal cues, and fast feedback are important.

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