ADVANTAGES AND DISADVANTAGES OF M-LEARNINGLEARNING FOR LEARNING RUSSIAN

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Abstract

The article discusses the преимущеadvantages and disadvantages of m-learning, the role of mobile learning, об 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, methodology, exercise, multimedia.

Introduction

Mobile learning, or "m-learning", is one of the most advanced educational technologies, which is based on the use of mobile devicesforthe provision and assimilation of educational material. In the conditions of the modern digital world, it becomes particularly relevant for studying the Russianlanguage. 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 especiallytrue for students studying Russian from different countries with different time zones, cultural characteristics and level of language training. 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.

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"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,

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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. Bransford[1] 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. learningM. 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 devicescontributesto the formation of all types of universal learning activities (cognitive, regulatory, communicative).

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)".

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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 (currentlyGoogle 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

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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 contactкт с прwith 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.

Problems with motivation and self-discipline when learning independently via mobile devices

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

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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.

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

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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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