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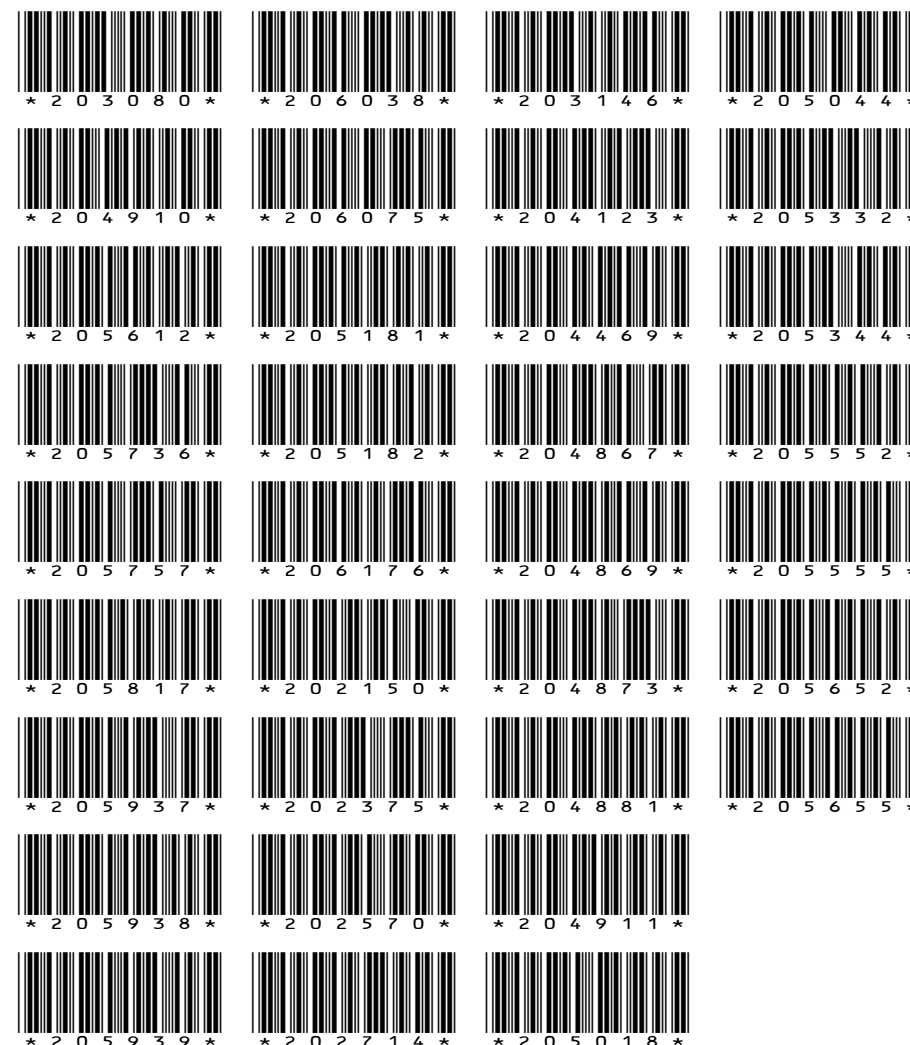
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For students, research workers.



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PEDAGOGICAL SCIENCES

METHODICAL BASIS OF EDUCATIONAL PROCESS

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ВОЛОНТЕРСТВО – ПРИСТАНИЩЕ ДЛЯ АСОЦИАЛЬНЫХ ГРУПП МОЛОДЁЖИ

*...Дети, как ростки,
нуждаются в безопасности.*

В условиях развития современного общества особенно ощутимо взаимодействие личности, семьи и социума, вызывающее положительные и отрицательные изменения в различных сферах социальной жизни. В процессе адаптации представителей различных социальных групп к современной экономической ситуации, возникает деформация межличностных связей, разобщение поколений, утрата традиций. Возрастают многообразные формы социальной патологии, такие как наркомания, проституция, алкоголизм и др., в основе которых лежит девиантное поведение личности (девианта). Наибольшие трудности в приспособлении к жизни испытывают подростки. Период подросткового возраста совпадает с обучением детей в средних и старших классах.

Проблеме проявления девиантных форм поведения у подростков, вызванных неблагоприятным положением ребенка в системе внутрисемейных отношений, посвящены работы В.Г. Бочаровой, Ю.Р. Вишневого, И.А. Горьковой, Г.А. Гурко, И.А. Двойменного, А.Н. Елизарова, Е.Н. Заборовской, В.А. Лелекова, А.В. Меренкова, В.Д. Москаленко, Г.П. Орлова, Б.С. Павлова, В.Г. Попова, Я.Л. Рыбцовой, Л.Л. Рубиной, В.В. Солодовникова, В.Т. Шапка.

Учеными выделены биологический, психологический и социологический подходы к исследованию девиантного поведения. В педагогической литературе под девиантным поведением понимается отклонение от принятых в данном обществе, социальной среде, ближайшем окружении, коллективе социально-нравственных норм и ценностей, нарушение процесса усвоения и воспроизводства социальных норм и культурных ценностей, а также саморазвития и самореализации в том обществе, к которому человек принадлежит.

На появление детей с девиантным поведением влияют следующие факторы:

MOBILE APPLICATIONS INTEGRATION IN EDUCATION PROCESS OF ENGLISH LANGUAGE

Nowadays we cannot imagine effective foreign languages training without information and communication technologies. To use information and communication technologies during English lessons enriches the lesson, making it more attractive and increases level of retention of material by students.

Information and communication technologies are used in the following key areas:

- Using ready multimedia applications as part of teaching materials in English, so as independent training resource;
- Creation authorial presentations for lessons in PowerPoint program by pedagogues;
- Showing different training video-and audio (video lessons, audio podcasts, etc);
- Search and reproduction of authentic video and audio materials aiming to demonstrate to students more modern and used examples of English speeches and search new language tendencies;
- Using mobile applications for learning foreign language (They added to new training materials, also they are available as independent programs), which gives to students more possibilities for continuous access to training materials.

Informational support of educational process gets to the new level, one of key directions connects with mobile applications using for learning of different subjects, including foreign languages. The article reviewed the mobile applications using, their advantages and perspectives.

In process of technical progress, mobile devices gets new technical capabilities, the speed and reliability at data transmission in channels of a wireless communication grows. Mobiles, smartphones, tablet computers get main part of digital life of person since early childhood.

The main didactic qualities of mobile technologies are interactivity, informational support, visibility, self-sufficiency, ease of use, immediacy of access and feedback providing. These didactic properties define practicability and effectiveness of mobile technologies and applications integrations for –

- development of communicative, sociocultural and informative and communicative competences of students;
- organization of individual and classroom work;
- organization of individual and team work;
- feedback providing;
- Materials visualizing;
- Creations of tasks of traditions and new formats including projective tasks, tasks for development of language and spoken skills and audition;
- Performing of formative assessment as component of present assessment for development of language and spoken skills and audition.

Creation of interactive service of training need work methodical support. The definition of theoretic and methodic ground of mobile technologies assumes the analysis of program and normative documents, and experience of domestic and foreign specialists in information and communication, mobile technologies application (as XXI century of generation of technologies, new to first decade) in teaching foreign languages for development of different types of speech activity.

Analyses of research history and experience of international projects in mobile technologies integration in teaching foreign languages allows to set basic goals of their use for feedback providing and assessment (communicative mobile applications), providing immediacy of access to materials (informative mobile applications) and for visualization of materials (multimedia mobile application). These provisions help didactic properties detection and function of mobile technologies (tab. 1).

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Didactic properties and functions of mobile technologies.

Mobile technologies	Didactic properties	Didactic functions
1. Joint (social networks, learning management systems)	1. Interactivity 2. Organization of educational field and time 3. Informational support	1. Exchange of ideas, resources, materials 2. Organization of team project activity 3. Accumulation and storage data
2. Communicative (students testing system SRS and testing system PeLe)	1. Interactivity 2. Self-sufficiency 3. Immediacy of access	1. Immediately feedback and educational assessment 2. The organization of individual training 3. Organization of autonomous training and the implementation of self-reflection and self-control 4. Creation of mobile tests and implementation of mutual learning and mutual control (peer learning and assessment)
3. Reference (dictionaries, encyclopedias, search engines)	1. Meta Informative 2. Integrative 3. Instant Access	1. The development of skills to work with information: selection of information, critical evaluation and interpretation 2. Creation of a problem-search tasks to work in pairs or groups 3. Formation of information and communication competence of students
Mobile technologies	Didactic properties	Didactic functions
4. Multimedia (video and podcasts)	1. Sound Nature 2. Interactivity 3. Ease of use and accessibility	1. The development of oral speech activities 2. Create mobile exercises and tasks and organization of project activities, including the integration of the digital story format tasks 3. Visualization of educational material

As part of this integration of mobile technology contribute to the formation of systemic and instrumental competence of students, as well as the achievement of the declared standards and subject metasubject results. Finally, mobile technology allows to implement the principles of ongoing training and to realize the interactivity as a priority characteristic of modern education.

In didactic properties and functions of mobile applications in the proposed typology is divided into training and educational applications, namely communicative, informative and multimedia. Their selection for jobs on the development of oral speech activities occurs on the technical, organizational, financial, psychological, pedagogical, and ergonomic criteria. Teacher's information and communication competence is one of the main condition for successful integration of mobile technology into the teaching of foreign languages.

The above listed mobile applications, supporting temporal, substantial, creative interactivity and interactive feedback, help to create an interactive learning environment. [1] Under the mobile interactive learning environment is regarded educational space in the traditional language classes, which is complemented by mobile technologies to provide communication, information and media support for the educational process. The basis of creating an interactive learning environment comprise of informal, activity focused on student approach, in which the teacher, moving away from the role of leading the educational process, becomes the student advisor and assistant in his cognitive activity.

The use of electronic gadgets as a single (preferably) a device of learning a foreign language, allows in consequence to get the student has a good knowledge of structure of language (English vocabulary and grammar), able to perceive the English language aurally (on the condition that application contains listening tasks) but hardly capable of living oral interaction with others in specific, sometimes unusual, communicative situations. With mobile devices, students can create audio using both built-in and external services for training monologue and dialogue speech, formation and improving pronunciation skills, development of listening skills. The use of social services contributes to the formation of skills and the writing and speaking skills development. [2]

In conclusion, we note that mobile technologies are an integral part of everyday modern man life, and the expansion of their functionality for educational purposes use, including the foreign language as in both informal and formal education, is an important step on the path to improve teaching methods

It should be noted that the organization of training activities with the use of technology of mobile training requires a number of important tasks in the field of human-computer interaction, instructional design, interface design, software usability of the product and others.

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