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ИССЛЕДОВАНИЕ ОБРАЗОВАТЕЛЬНОГО ПОТЕНЦИАЛА МОБИЛЬНЫХ ТЕХНОЛОГИЙ: ПРЕДСТАВЛЕНИЯ ПРЕПОДАВАТЕЛЕЙ И СТУДЕНТОВ

INVESTIGATING EDUCATIONAL POTENTIAL OF M-LEARNING: TEACHERS' AND STUDENTS PERCEPTIONS

Статья описывает исследование мнений преподавателей и студентов по поводу использования смартфонов как технологии в обучении и организации самостоятельной работы во внеаудиторное время. Онлайн анкетирование описывает отношение студентов и преподавателей к использованию данной технологии в преподавании и организации самостоятельной работы. Тестирование проводилось в два этапа, что позволило проанализировать мнение как преподавателей, так и обучающихся. Полученные результаты дают возможность сделать выводы о положительном отношении студенческой аудитории к данной технологии, в то время как преподавателями отмечаются барьеры и риски, которые необходимо учитывать при внедрении смартфонов в образовательный процесс.

The paper describes a small-scale empirical research exploring teachers' and students' perceptions of using smartphones for enhancing and managing independent activity outside the classroom. The research question addresses the participants' experience and attitudes of using this technology for managing effective learning and teaching. The quantitative data was gathered via online survey at two stages and the findings represent some conclusions that can have an implication when arranging independent students' activities via smartphones. Special attention is paid to using smartphones in independent homework activities of students during the English language learning. The results show a positive students' attitude towards this technology. However, the paper underlines some challenges and risks of using the technology and the teachers' views on these issues.

Key words: m-learning, independent student's activity, technology enhanced learning, smartphones, teachers' perceptions, advantages and disadvantages of using smartphones

Ключевые слова: обучение с использованием мобильных технологий, самостоятельная работа студентов, обучение через технологии, смартфоны, восприятие преподавателей, достоинства и недостатки использования смартфонов

Modern information communication technologies have become an integral part of every aspect of our life. There arises the necessity to generate and process a large amount of information

[1]. In order to meet new challenges, modern technologies, especially gadgets, allow us to easily find this information and use it for our own purposes. However, it is reported that mobiles have a negative impact on learners and their motivation and as a result their learning outcomes [2]. More and more schools have already introduced a partial or full ban on using smartphones for studies by pupils. Despite such severe measures and much criticism, mobile learning (M-learning) offers many advantages and can be successfully used in higher school to enhance students' independent activity and autonomy [2; 3; 4]. M-learning is a new learning paradigm with its advantages and disadvantages which it brings to educational contexts [5]. M-learning relates to the idea of ubiquitous learning which is accessible for student any time and any place. These advantages offered by mobile technologies should not be underestimated when managing and enhancing students' activity outside the classroom [6; 7]. So, the research question was the following: how students and teachers perceive smartphones as a part of m-learning to be used in independent learning activities outside the university context.

The research was conducted at two stages: the first stage was aimed at teachers' perceptions and attitudes towards the technology at school/university, whereas the second stage was focused on students' perceptions concerning deployment of smartphones for their independent learning and activities. At both stages an on-line survey was designed and uploaded via social networks (VK, FB and Instagram).

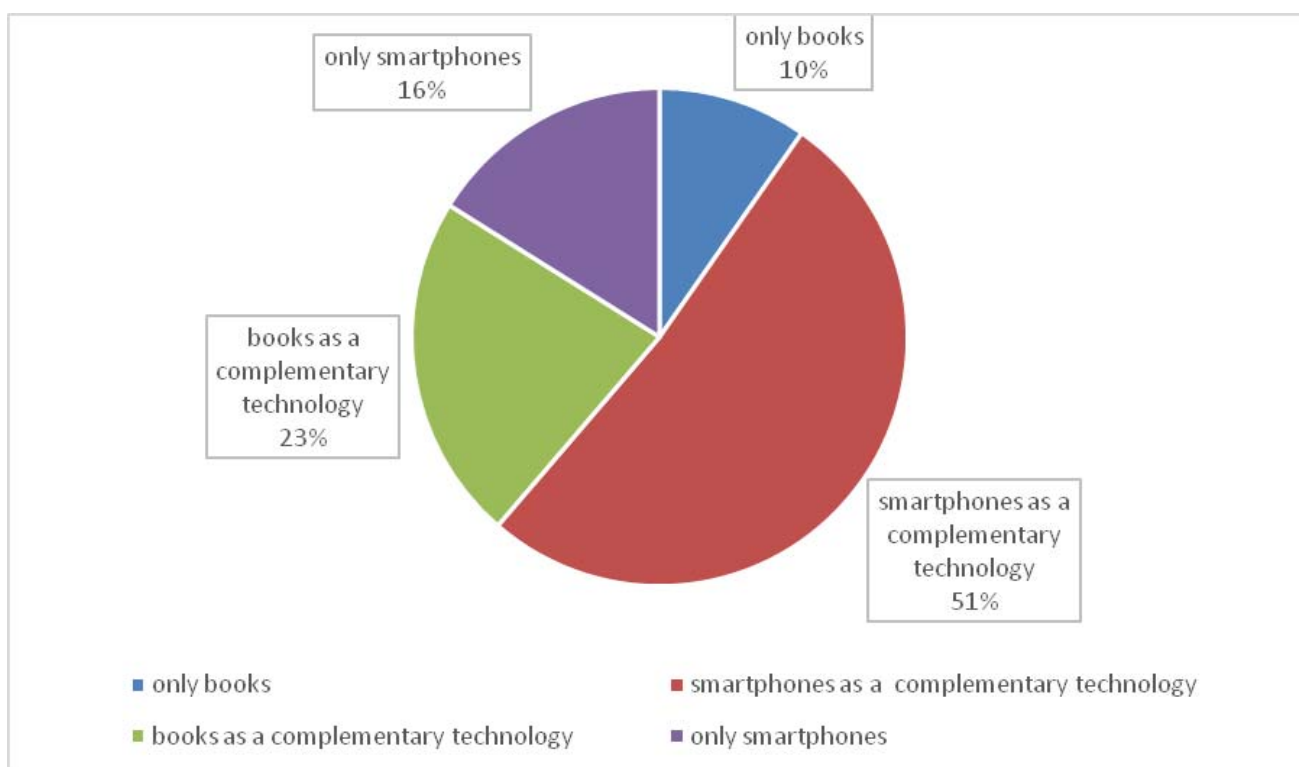
Before investigating this problem in particular, a survey was conducted among teachers and tutors aged from 25 to 50 years on the topic of using gadgets at school. 44 people took part in the survey. 75% of the respondents are female and 25% are male. The survey has the following results: the majority, that is, 60% of respondents believe that the use of gadgets will be very useful for teaching at school, the least of all people - 4.5% - consider it unacceptable, 16% of teachers accept the use of gadgets to a little extent, and 20.5% are confident that education at school should be completely built on the use of gadgets and modern technologies, especially in future with the overall trend in education to digitization of educational processes. The final finding corresponds to the current research findings [1; 2; 3].

The second survey was targeted mainly at the students who voluntarily participated in the online survey administered in VK. For a more in-depth study of the problem, a survey was conducted in which people from the age of 18 to 21 year participated. 32% of the respondents were students of Minin Nizhny Novgorod State Pedagogical University (Minin University). The participants were asked to choose the best way to organize independent work of students in their opinion: the first option is to use only paper books and reference materials for independent activities; the second option is to use a smartphone as a complementary technology to a paper book:

the third one is to use mainly a smartphone with the paper source being a complementary one; the fourth option is to use only a smartphone.

The results of the survey can be presented visually in the graph given below. 9.7% of participants believe that the use of a smartphone in this case is excluded, only books, textbooks and printed materials are needed. 51.6% allow a smartphone as an addition to books and textbooks, while 22.6% of participants on the contrary think that books should complement a smartphone and only 16.1% consider it possible to organize independent work using only a smartphone. Thus, the results of the survey showed that almost a quarter of the students are confident that books, textbooks and other printed materials are an integral part of the self-learning process. However, most learners are for the deployment of smartphones as a leaning platform or a learning technology to organize their independent activity outside classroom.

Fig 1 Using smartphones for independent work of students



Having compared the results of the surveys we can arrive at the conclusion that m- learning in general and smartphones as a learning technology can be deployed to enhance learners' independent activity especially at university. Students and pupils as learners represent two different groups who differ in psycho-physiological development so the usage of smartphones at schools should be underpinned by psycho-pedagogical conditions for smartphones or any type of a gadget to be used effectively and improve the educational process and make it easier for teachers [8]. For

example, a smartphone is suitable for presenting or delivering educational content in an interactive format on the Internet or by sending information by the teacher himself, and an e-book using e-ink technology (which allows not to spoil the eye sight when reading such an e-book) can be a great replacement for a stack of heavy paper textbooks, if they are replaced them with electronic ones [9]. Such opportunities should be created taking into account the infrastructure and principles of inclusiveness of education [1; 9]. All students are different and use different learning styles so interactive format can be quite satisfying for a variety of learning needs (writing, reading, watching video etc.) [6].

However, there are also negative aspects of using smartphones in training. The study revealed the fact that not all teachers accept this type of technology and are willing to deploy it on a regular basis for class and outside classroom activities. It is said that gadgets distract students during classes, which affects their performance. Sometimes, instead of getting the right information, students use their smartphone to communicate in social networks, listen to music, and play games [5]. Many teachers are convinced that a smartphone is the cause of distracted attention in the classroom, so it negatively affects the learning outcome. The other argument is the problem of plagiarism and cheating when using m-learning for independent studies (for example in essay writing) [7; 2; 3]. But cheating especially during independent activities outside classroom can be avoided by using the authority of the teacher and the students ' own initiative in order to save students from phones during the knowledge test or by sharing project works for collaborative activities via a smartphone. The role of the teacher in solving this problem is mainly to interest students in the study of their subject to involve children during the training session and by this making them feel valuable in contributing their own papers [10; 2].

To sum up, m-learning is associated with high risks and various opportunities for independent and more autonomous self-study of learners. In order to avoid any negative impact associated with m-learning and smartphones, teachers and students should simply find a balance in the student's handling of technology to avoid anxiety on both parts [11]. The research has revealed a high level of motivation and readiness of students to deploy smartphones as a complementary and independent technology for their studies. Given strong pedagogical and methodical underpinnings for using smartphones, this technology is sure to improve learning outcomes of students.

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РОЛЬ ИЗУЧЕНИЯ КЛАССИЧЕСКОЙ ЛИТЕРАТУРЫ В ХОДЕ КУРСА «ДОМАШНЕЕ ЧТЕНИЕ» В ОБРАЗОВАНИИ СТУДЕНТОВ

THE ROLE OF STUDYING CLASSICAL LITERATURE WITHIN THE COURSE "HOME READING" IN EDUCATION OF STUDENTS

В статье рассматривается роль изучения классической литературы студентами негуманитарных специальностей в ходе курса «домашнее чтение» в современном мире, когда, к сожалению, новые книги всё чаще играют развлекательную роль. Автор говорит о том, что именно чтение классической литературы помогает учащимся расширить кругозор, а после прочтения художественных произведений в ходе курса «домашнее чтение» на специально организованных встречах в библиотеке студенты не только активно участвуют в обсуждении прочитанного, но и проявляют инициативу в выборе последующих книг, планируемых для перевода и чтения на иностранном языке в следующем семестре.

This article examines the role of studying classical literature by the students of nonlinguistic faculties within the course “home reading” in modern life when new books play mostly an entertaining role. The author says that reading classical literature helps students to broaden the horizons and within the course "home reading" at specially organized meetings in the library, students not only actively participate in the discussion of what they have read, but also take the initiative in choosing other books that are planned for translation and reading in a foreign language next term.