

All language universities have a course of Practical Phonetics, the main purpose of which is formation and development of pronunciation skills. Therefore, we consider it most appropriate to develop expressive reading skills at Practical Phonetics lessons and organize this process in the following sequence: (1) "immersion" in the text; (2) familiarization with the content of the text; (3) familiarization with the audio of the text; (4) logical-intonational analysis of the text; (5) expressive reading of the text.

This sequence allows, in our opinion, to rationally regulate the process of working with the text and master expressive reading. At each of these stages, it is assumed that certain initial skills are formed, which are the basis for the formation of the main skill – expressive reading of the text.

As the analysis skills are mastered, some stages of the work can be omitted. For example, only those parts of the text that are most important, difficult and require special approaches to convey content are subjected to semantic and logical-intonational analysis. Or, familiarization with the audio of the text may be quite optional at an advanced stage of learning.

Thus, forming and developing skills of expressive reading require certain educational material (texts), an adequate system of exercises and regular training. It is worth doing as expressive reading of prose and memorization of prose texts will undoubtedly positively affect the general speech culture of students, enrich their vocabulary and phraseology, and make their speech more accurate and expressive.

References:

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SOME IDEAS ABOUT M-LEARNING IN EFL TEACHING PRACTICE

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Rapid development of information and communication technologies and applying them for teaching purposes have caused a heated debate over their place and role in the modern educational process. Today we are talking about mobile learning, e-learning or virtual learning which means a complete change in educational paradigm in general, and the onset of the so-called era of

e-pedagogy. The concept of the so-called "mobile learning" was introduced due to the invention and spread of portable digital media and is based on the use of various portable electronic devices, such as mobile phones, media players, laptops, tablets, netbooks, etc. This range is constantly expanding, now it includes game consoles, digital recorders, e-books, e-dictionaries and many more various devices.

M-learning makes the process flexible, accessible and personalized. Everyone has the opportunity to learn at any time and at any place. The m-learning system expands the opportunities for learning, receiving additional educational services or necessary consultations, organizing successful time management and career planning for students [1]. To a large extent this applies to teaching and learning foreign languages, including English, in higher education. The peculiarity of acquiring foreign language knowledge in higher educational establishments is the emphasis on student independence. Students use their mobile phones and other devices on a daily basis, which is a major driver of mobile learning around the world as a part of a new image of education created by technologies that support flexible, accessible, individualized learning. Mobile phones possess many computer capabilities, they are able to provide feedback, offer sound effects that motivate learning, compensate for the shortcomings of audio and video recordings or textbooks. The important motivation in using mobile phones is the emotions and positive associations connected with them. In addition, it is also worth focusing on the tremendous opportunities associated with the diversification of individual tasks engaging mobile phones. A mobile phone can perform many computer operations; it can be used to develop all kinds of speech-comprehension and speech-production activities.

When it comes to choosing software, you have to pick the best option from among a list of contenders. There are countless apps designed to help you learn a new language, which makes it tricky to pick the right one. For a teacher it seems reasonable to have a toolkit of resources in order to keep students engaged by switching apps and use different apps to strengthen different skills.

Duolingo is one of the most popular language apps and there are plenty of reasons for that – it is free, well-designed, and accessible. *Duolingo* begins by using text, pictures, and audio to help you learn a different language. The idea is to associate the sound of the translation with the visuals of the text and pictures, and then have you manually translate the audio back into your native language to help reinforce the new words. *Memrise* is another free language learning app. It is rather easy to work with, supports offline courses, and lets you learn a massive number of languages. Something unique about *Memrise* is how it teaches you new words and phrases. Words are put into sentences with similar sounding words from your native language to help build the connection for remembering them. Another method *Memrise* uses is to teach you a different language is by mixing up the translations. This way you learn a few new words

at once, and then you keep learning them over and over again in a different order to ensure you know them before moving you through to the next round.

Unlike most other language learning apps, *Mondly* lets you learn in your native language, great for non-native English speakers. The emphasis here is on learning a language in a real-life context, and there is a chatbot with speech recognition so you can practice your conversational skills. *Mondly* even has a competition board to track your progress and a variety of games, quizzes, and activities to help you consolidate your learning. *HelloTalk* connects you to people who speak the language you want to learn. In return, you help them learn your language. There is a huge list of languages to choose from, and you can refine your list of possible tutors by age and country. *HelloTalk* breaks down the barriers between countries, lets you talk to native speakers and is a good way to be immersed in the language. *Quizlet* is thought to be the best free app to add to your language-learning toolset when you need to customize what you are studying. With *Quizlet*, you create your own study sets, and the app turns whatever you want to study into flashcards, quizzes, and games. Even *Google Translate* can be an efficient language learning tool.

We should to be clear about one thing, however. These language tools can help you learn, study, and practice, but it is highly unlikely that you will reach fluency without also getting some formal classroom training or rich and consistent exposure to native speakers. Apps are tools. Many of them are adept at helping students build their vocabulary and understanding of a language but there is no substitution for real-world exposure and teacher-student interaction [2]. Thus, when teaching English to students in class, in their homework or individual assignments mobile applications created specifically for this purpose are extremely useful. However, it is the task of the teacher to guide students, help them use modern information technologies wisely and efficiently and suggest quality programs that will be most suitable for students' needs and facilitate the acquisition of foreign language skills.

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