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THE USE OF THE INTERNET APPLICATIONS IN INCREASING STUDENTS' LITERACY IN ENGLISH

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Abstract. The article theoretically justifies the use of the internet and mobile applications in language learning in industry. A model for students' development of internet resource use in practice has been created. Methodological support has been provided for the process of developing students' competence to utilize internet sites in industry practice. The criteria, indicators, and levels of success of the process for developing students' internet resource competence in industry practice have been determined. A trial study has been conducted and the efficacy of the suggested model for developing students' resource use competence has been verified.

Keywords: internet and mobile applications, criteria, indicators, and levels of success of the process.

Introduction

In the context of the modernization of the education system, there is an active development of a competence-based approach to organizing vocational training for students. The analyses of researches I. G. Zakharova, N. O. Vetlugina, O. I. Pashchenko, S. V. Panyukova, V. A. Krasilnikov, V. V. Bespalov,

The reason for this is the increasing use of new technologies in education, such as websites and mobile applications. It is essential to make these technologies accessible to students. Industrial training aims to develop pedagogical knowledge, skills, and abilities, as well as to enhance students' professional competence through an integrated teaching process.

During the training, students demonstrate their ability to effectively communicate, use various active learning methods, such as working with an interactive mobile applications, and utilize information technology.

Given this, a significant focus in the system of vocational training for students is placed on the development of their skills in the use of mobile applications as part of industrial training in secondary schools.

Modern trends related to the informatization and digitalization of society and professional spheres have an impact on the educational sphere and require a deeper understanding of their effects on students' cognitive, visual, and activity-related

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aspects. The use of mobile devices in the social context has led to the pedagogical exploration of their potential applications in educational settings, including higher education, from two perspectives: mobile learning as a form of learning and the use of mobile apps as a means not only for accessing information but also for learning and assessment.

In our opinion, the mobile applications are a groundbreaking tool that enhances the educational experience, making it more inclusive, interactive, and efficient.

In the field of modern pedagogical research, the study of mobile education has been addressed by several scholars. From the perspective of its potential for application in distance learning systems, from the standpoint of SMS-based testing, as an implementation of the concept of mobile learning, or as a means of learning in any place and at any time to facilitate professional mobility, among other considerations.

Methods

A variety of research techniques were employed to achieve the objectives and validate the initial hypotheses. This included a theoretical examination of current challenges in scientific inquiry, empirical methods such as observation, conversation, questionnaire, discussion, and interview, as well as an analysis of the finest pedagogical practices and students' creative work, and a study of high school experience.

Main part

The development of students' ability to use mobile apps in practice is a learning process that involves introducing mobile apps into the school's educational program. This process consists of several stages:

1. Developing mobile apps as a tool to implement various pedagogical methods.
2. Familiarizing students with different types of mobile apps.
3. Encouraging students' active participation in deciding on the scope and conditions for using mobile apps in the learning process.
4. Developing students' skills in solving teaching tasks using mobile apps.

As part of this process, we are creating methodological materials on how students can use mobile apps in their learning process for a specific subject. These materials are then tested in simulated teaching scenarios and put to practice during fieldwork.

The development of students' ability to use mobile applications in practical settings involves the following key elements: training materials and courses, as well as assessment and feedback mechanisms.

A number of researchers have demonstrated the implementation of educational functions through the use of mobile applications in the learning process:

- Cognitive functions, which aim to satisfy intellectual, professional, information-related and other needs.
- Diagnostic functions, which are used to identify students' abilities.

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- Adaptive functions, which involve designing an individualized learning path.
- Orientation functions, which prepare students for professional activity.
- Supervisory functions, which identify educational gaps in students.

With the use of such mobile applications, students are provided with the opportunity to complete a range of educational tasks, including:

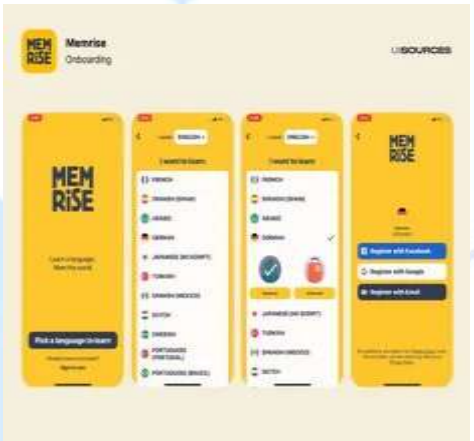
- Organization of a personalized learning environment in accordance with a student-centered approach that takes into account their individual learning needs and abilities.
- Access to sources of academic, reference, and other relevant information.
- Analysis, structuring, and synthesis of information, as well as identification of key points.
- Implementation of project work and related activities.
- Conducting tests, surveys, and other forms of assessment.
- Adjustment of learning content to meet the specific needs and capabilities of each student.
- Tracking educational progress and monitoring learning dynamics.
- Personalization of the learning experience, among other benefits.

Many websites offer mobile apps that are similar to their online versions. For instance, Lingualeo and Duolingo are two examples. These apps include those that help users improve their conversational skills and practice communication. There are also translator apps, dictionaries, and more.

Pic. 1: Mobile app

For easy navigation on the internet, we recommend the following selection of mobile apps:

Memrise is an app that focuses on learning vocabulary in a language through individual words, phrases, and phrases. The learning process for new words is quite simple. A new word is presented in English, followed by its translation into Russian and a picture to aid memorization. The vocabulary is then practiced through various types of exercises, such as selecting the correct translation, viewing a video featuring a native speaker, selecting the translation for a heard text, and entering a word or phrase in English.



Pic. 2: **Mobile app Memrise**

These applications provide everyone with the opportunity to learn the languages that they are interested in independently.

Conclusions and recommendations

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Based on the results of the research, it has been theoretically and practically justified that the use of a mobile device can contribute to the development of students' work skills. Our research highlights the significant impact of mobile applications on modern education. As technology advances, the integration of these applications into vocational training programs has become essential to enhance the learning experience for students. Educators must stay abreast of emerging trends and innovations in mobile learning in order to effectively incorporate these tools into their teaching strategies. By continuously innovating, educational institutions can maximize the potential of these technologies to optimize learning outcomes and prepare students for success in a digital world.

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