

ведя количественное исследование, чтобы увидеть, существует ли корреляция между электронным наставничеством и самоэффективностью.

Исследователи Академии управления при президенте Республики Беларусь предлагают «каскадную модель наставничества» [3], которая в отличие от традиционного наставничества отличается передачей личного опыта, знаний через интерактивную информационно-образовательную среду на основе телекоммуникационных технологий, которая позволяет создавать и развивать единое информационное пространство, упрощать процедуру общения наставников и обучаемых, обеспечивать широкий доступ к контенту.

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DIFFICULTIES WHEN WORKING WITH MOBILE TECHNOLOGIES IN TRAINING

ТРУДНОСТИ ПРИ РАБОТЕ С МОБИЛЬНЫМИ ТЕХНОЛОГИЯМИ ОБУЧЕНИЯ

Abstract. There are many modern technologies that allow to expand the field of educational classroom and extracurricular activities. This article describes that mobile technologies are a new trend in education. A number of problems related to the widespread introduction of mobile devices in education are highlighted, as well as unresolved topical issues related to mobile learning. It is shown that the process of cognition of information and telecommunication computer technologies can form skills of self-organization and self-learning.

Аннотация. В настоящее время существует множество современных технологий, которые позволяют расширить поле учебной аудиторной и внеаудиторной деятельности. В данной статье описано, что мобильные технологии являются новой тенденцией в образовании. Выделен ряд проблем, которые связаны с повсеместным внедрением мобильных устройств в образование, отмечены нерешенные актуальные вопросы, связанные с мобильным обучением. Показано, что процесс познания информационных и телекоммуникационных компьютерных технологий способен формировать навыки самоорганизации и самообучения.

Keywords: vocational education, innovative technologies and approaches in training, mobile technologies, mobile training, information and communication technologies.

Ключевые слова: профессиональное образование, инновационные технологии и подходы в обучении, мобильные технологии, мобильное обучение, информационно-коммуникационные технологии.

Currently, we are seeing the gradual spread of mobile technologies in the field of education and training in the Russian Federation. Mobile technologies are a new trend in education in General, and in independent work in particular, but their effectiveness is still being questioned, and not all teachers are ready to use them in the learning process [1, 3, 4, 7].

Of course, mobile technologies are not ideal, and there are a number of problems associated with the widespread introduction of mobile devices in education, as well as those faced by teachers and students in the process of using them in training. We have identified the most significant, in our opinion:

1. The difference in operating systems.

Most smartphones have the following three operating systems: Android, iOS, and Windows. Not all applications are the same for each system. Moreover, applications for them are downloaded from completely different sites. For Android, this is the Play Store, for iOS—the Apple Store, and for Windows, the Windows Store is created. Fortunately, cross-platform applications such as Xamarin, Adobe PhoneGap, and IBM Worklight are now available to help us avoid the difficulty of adapting an application to one particular system.

2. The probability of being distracted by entertainment apps.

Students are not used to using their mobile devices for training, because in addition to educational applications, they also have games and applications for accessing social networks or the Internet. It is quite difficult to concentrate on studying when a notification of a new message from a friend in a social network is displayed at the top of the screen. And if you can easily find a way out here: disable notifications from other apps while you are doing your homework and enter the full-screen mode of the app, then the problem with calls and SMS messages remains open, which can also interrupt the homework process.

3. Technical characteristics of mobile devices.

Not all mobile devices are good for using educational applications: some have too small a screen, others don't have enough memory to load all the necessary material, and sometimes the battery runs out at the most unfortunate moment or the device "freezes" suddenly, the sensor is not always sensitive to clicking on small details of the interface in applications. It is quite difficult, even almost impossible, to provide for each of the points. Most of these problems relate specifically to the use of a mobile phone or smartphone, but do not apply to tablets or netbooks with laptops. This is why we recommend that students and teachers use devices that are larger and more resilient than smartphones for their education.

4. Stress for the body.

Using mobile devices for a long period of time leads to negative health consequences. We will not talk here about the radiation coming from technology, since its negative impact on the body has not yet been proven. But it is well known that the eyes suffer from long-term use of gadgets: vision deteriorates, the mucous membrane of the eye dries up and there may be pain in the eyes. Also, headaches often occur, and many people lose their concentration. To avoid such consequences, you should dose the time of working with the device. A teacher who plans to use mobile devices in their work should explain to students that long-term work with technology leads to certain consequences and tell them how to avoid them. You may want to include reminders about working with your mobile device in the app content.

5. A mobile device is both a learning tool and a cheat sheet.

If students have access to the Internet or Wi-Fi, they can find the necessary answer in the network. Of course, on the one hand, this is a plus, because electronic dictionaries are firmly rooted in the life of society.

In addition to the problems we have highlighted, there are other issues that are no less relevant, but still unresolved, related to mobile learning [2, 5, 6, 7]:

- * insufficient information technology competence of some categories of teachers and students. Even today, not all teachers are able to use mobile devices for any reason, be it age or a simple reluctance to use technology;

- * self-development of mobile applications is a long and complex process, which implies knowledge of programming languages if you decide to make an application yourself, or the availability of a large enough amount of money if it is ordered. Moreover, the application ordered by the University requires technical support, which means that there is a need for a specific specialist in the field of IT;

- high cost of mobile devices. In our large city, it is difficult to imagine this as a problem, because we have stores where you can buy budget smartphones and tablets. However, in various rural areas, villages or small towns located on the territory of our vast country, as well as in undeveloped countries, not everyone can afford to buy a smartphone, and even more so a tablet or laptop;

- low quantity and low quality of ready-made educational materials for organizing work based on mobile technologies. At the same time, foreign language teachers are in a better position: there is a large variety of different applications and games in foreign languages, which can be used to create grammar tests, search and game tasks, etc.

- foreign literature often mentions the problem of security and protection of personal data, because if the device works over wireless networks, it is likely to get a virus, or be attacked by hackers, which will lose not only educational, but also personal information.

The presence of quite large problems, the solution for which has not yet been found, is explained by the youth of mobile learning. However, this direction in education is supported by numerous organizations with world-famous names (UNESCO, Google, Apple, Intel, Nokia, etc.) and is conditioned by the development of mobile technologies and distance education systems, and therefore it is worth starting to use it, introduce it into universal practice, because it is very promising. Now, in our time, we are just preparing a platform for the large-scale development of this type of education, but we are sure that in the near future many problems will be eliminated, and it will be simply impossible for the next generation of students to imagine an education system without the use of mobile devices.

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