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TEACHING ENGLISH AS A NEW PATH TO PROFESSIONAL DEVELOPMENT

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Abstract. The article deals with the advantages of using mobile technologies in the process of learning English. The term "Mobile Learning" is being studied as a new direction in teaching business English to adults. The psychological characteristics of adults are presented, which must be taken into account when choosing a teaching method. It is concluded that the use of mobile technology training increases the effectiveness of professional communication training.

Keywords: mobile learning, mobile technologies, business English, adult education.

Аннотация. В статье представлены преимущества использования мобильных технологий в процесс обучения английскому языку. Изучается термин «мобильное обучение» как новое направление в обучения бизнес английскому взрослых. Представлены психологические особенности взрослых, которые необходимо учитывать при подборе метода преподавания. Делается вывод о том, что использование обучение по средствам мобильных технологий повышает эффективность обучения профессиональному общению.

Ключевые слова: мобильное обучение, мобильные технологии, деловой английский язык, обучение взрослых.

Түйіндеме. Мақалада ағылшын тілін оқыту үдерісінде мобильді технологияларды қолданудың артықшылықтары келтірілген. «Мобильді оқыту» термині ересектерге іскерлік ағылшын тілін оқытудың жаңа бағыты ретінде зерттеледі. Оқыту әдісін таңдау кезінде ескеру қажет ересектердің психологиялық ерекшеліктері берілген. Мобильді технологияларды пайдалана отырып оқытуды қолдану кәсіби коммуникацияны оқытудың тиімділігін арттырады деген қорытынды жасалған.

Түйінді сөздер: мобильді оқыту, мобильді технологиялар, іскерлік ағылшын тілі, ересектерге арналған оқыту

Introduction. Many adults today feel that learning a foreign language is necessary to participate in international activities and communication, particularly in the era of globalizing society, expanding international relations, and cooperating with other nations in the fields of politics, economics, and culture. Even yet, many adults find it challenging to pick up a second language. To maximize learning and make the best use of methodological tools, it is helpful to be aware of and consider some of the aspects of teaching a foreign language to adult learners.

Competency in the business world English is increasingly necessary for a modern person to advance professionally and have a successful career. However, finding the time and means to study can be challenging for many adults, particularly those who are already of working age. Under these circumstances, mobile technologies turn into an essential tool that offers an adaptable and easily available platform for learning.

Because of its applicability, the mobile foreign language teaching tools can be used by nearly any number of students who wish to practice their skills and abilities. The use of mobile learning technologies in teaching, and teaching a foreign language in particular is discussed much.

Currently, there are already many interesting studies of this problem carried out by scientists (S.V. Titova, A. A. Andreev, E. D. Patarakin, I. V. Savinykh, V. V. Zhukov, A. A. Fedoseev, M. Sharls, M. Alli, D. Attevel, M. Ragus, and D. Traxler). E. Brown published the first research work on mobile learning in 2001. The term "Mobile Learning" or "M-Learning" has been used in English-language scientific references. Teachers around the globe are currently working hard to develop the theoretical underpinnings of this new paradigm in education [1, p. 15-19].

The purpose of the article is to study the effective ways of applying mobile technologies to the process of teaching adults.

When writing the article, theoretical and empirical research methods were used. To use a foreign language for communication in social, domestic, and professional contexts, students can develop and improve their speech skills (based on synchronous and asynchronous communication methods), form socio-cultural and intercultural competencies, and learn a foreign language through mobile learning. This type of foreign language learning is organized around the use of mobile communication devices, such as smartphones and tablet computers.

Discussion and result. When teaching adults a foreign language, consideration is given to the unique aspects of each student's perception and how the content is presented. Psychologists claim that while short-term memory declines with age, logical memory gets better. The coordination and interdependence of functions is a positive aspect that offsets some drawbacks [2, p.41-42]. For instance, the short-term memory's capacity can be restored by experience gained through time and the development of rational thought. Experience with language can show both detrimental and beneficial effects on the efficiency of acquisition. Grammatical and lexical constructs might be challenging to comprehend and integrate if one is not proficient in the local language. However, a very high level of native language

proficiency might hinder the acquisition of a foreign language since an adult learner's rich life experience and urge to communicate himself conflict with the limitations of a foreign language, resulting in many blunders. Despite this, research indicates that having linguistic experience in one foreign language aids in the effective study of additional languages.

Additionally, motivation is crucial to adult education. It is necessary to pay attention to each student's individuality while considering his or her social role when working with an adult audience.

Considering the age distribution of group members in addition to language skill levels is important for fostering positive emotional conditions for students in interpersonal relationships. It is important to assess pupils' performance, fix errors, and recognize hard work and achievement.

In accordance with A.V. Ballastov [3, p.74-75], a number of pedagogical prerequisites can be found for teaching adults a foreign language in an efficient manner. Several studies have identified the following traits as the primary attributes of an adult learner:

- an adult learner is a self-reliant, autonomous individual with life experience, including schooling;
- every adult learner has unique reasons for wanting to acquire a foreign language, most of them have to do with their line of work;
- an adult learner attempts to put theoretical knowledge into practice as soon as possible in both daily and professional settings;
- an adult learner has high expectations for both the range of their education and its outcomes.

Discussions about the expediency of using a mobile form of education in the pedagogical community do not stop. Among the positive characteristics of mobile learning are the following:

- free availability of educational resources at all times and locations;
- the potential to learn various speech activity skills, such as listening, and utilizing mobile apps without the need for further tools or resources;
- vibrant display of the information accompanied by multimedia effects and pictures;
- exercises are quickly and automatically verified, allowing students to get the most recent information regarding their progress;
- errors are automatically analyzed by the application, which then recommends workouts to fix them.

Distance learning is in high demand, providing accessibility to education for remote students and adults who cannot attend in-person classes. Mobile language learning apps use up-to-date language resources for English.

Some problematic aspects of mobile learning include the absence of live interaction between teacher and student, limited text passages for reading skills development due to small screens, and the lack of extensive text passages for reading comprehension assessment. However, mobile learning is becoming more and more popular, and instructors are already actively utilizing a variety of unique forms and methods of integrating mobile technologies into the classroom. Email, blogs, web technologies, podcasts, online forums, linguistic corpora, electronic dictionaries, information and reference Internet resources, synchronous video Internet communication tools, and navigators are a few examples of mobile technologies that can be utilized in language instruction. Every mobile technology has unique instructional qualities as well as methodological and didactic purposes.

There are many applications for learning English on the Internet. Over 100,000 individuals choose Preply to study English online annually, with most studying for professional purposes. Preply offers personalized tutoring via video chat, allowing students to create a specialized business English course or receive assistance in areas they require help with. This option is ideal for those who desire a quick-paced business English program and the opportunity to engage in video chat lessons with native speakers, all at an affordable price. Additionally, there are supplementary exercises provided for independent study. Many tutors at Preply cater to beginners, adapting to each student's proficiency level. Just a few hours of weekly conversation in professional English can significantly boost a student's confidence and proficiency [4]. The British Council is a reputable organization that offers business English training, providing diverse courses at different price points on their website. These courses cater to individuals of all levels [5]. Wall Street English also offers a comprehensive online business English course called Market Leader, which covers various relevant subjects. Real business stories are incorporated into the classes, and students have free access to the Financial Times website. However, students must commit to at least four hours of studying each week for this course [6].

Taking into account everything mentioned above, the following pedagogical tenets are essential when instructing an adult class of learners: individualization, reliance on experience, the concept of cooperative learning, the practical orientation of instruction, the teacher's role in planning the training, offering advice, and possessing the required high-quality knowledge. Numerous psychologists have

identified eight key components of adult education. Adult learners must have a desire to study. Only if they have a great desire to develop the formation of soft and hard skills, learn new skills and abilities will their studies be effective. Although it cannot be forced, motivation can be externally boosted. Only subjects that an adult learner feels are significant and essential for him to apply in the real world will he or she study [7, p.135-141].

Adult education occurs while an employee is employed. New knowledge will last with them longer than "passive" learning if they have the chance to use it, solidify it, and repeat it frequently. It is essential to use real-world issues from everyday life while instructing adults and to search for a particular solution. The adult learner is greatly influenced by prior life experience. A student's prior life experiences have a direct impact on how he interprets new information. Since many adult students have bad memories connected to school activities, they require an informal learning setting.

When teaching adults, using various methods like audio recordings, visual aids, videos and discussions enhances learning through multiple senses and consolidates knowledge. Adult learners ought to be assisted rather than "evaluated." Due to their self-critical nature, many of them may be adversely influenced by competition since they fear public disapproval [8, p.20-24].

One of the most crucial elements for the successful and efficient teaching of a foreign language to adults is interpersonal interaction. The best adult learning occurs when the psychological aspects of interpersonal contact are taken into consideration. This enhances the learning process. The ongoing communication between the teacher and the student is essential for adult learners of foreign languages to succeed at every level of the curriculum, from preparation to completion. It is important to "create those situational vicissitudes in which the student himself is forced to activate his creative abilities, mobilize his attention, and spur his memory under the influence of the emotional experience of events" [9, p.57-59].

Conclusion. Adults are more motivated to study than children are and adolescents are, as was previously said, therefore the teacher must encourage and control this in order to get the desired outcome. The most efficient method is for the student to assess his own knowledge first, and then discuss the results with the teacher, rather than having the teacher assess the student's knowledge.

We are discussing a "competency-based" strategy, which denotes the establishment and growth of diverse competencies, as well as the production of

viewpoints, connections, and a desire to advance. Each of these objectives is in line with what an adult learner should expect.

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