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THE USE OF THE MOBILE APPLICATION "DROPS" IN THE PROCESS OF LEARNING FOREIGN LANGUAGES

Abstract. The article deals with the issues of modernization of the educational process and outlines one of the most effective ways of implementing modern methods and techniques of language learning that are crucial for a successful person today. It is determined that despite the fact that in Ukraine there is an educational program for primary, secondary and higher education institutions, it is considered rather outdated and, unfortunately, negatively affects not only the knowledge base, but also the attitude of people to the educational process. The article analyzes the works of domestic and foreign scientists who have studied the process of introduction of digital technologies and mobile applications in the educational process. The research is a confirmation of previous scientific research and is aimed directly at the question of learning foreign languages, especially English, using personal computer (PCs) programs, tablets, smartphones and other gadgets. The study focuses on exploring the benefits and weaknesses of the Drops mobile app and analyzing its impact on users' level of knowledge and prospects for future interactions with users and mobile apps to successfully learn foreign languages. The article demonstrates the functionalities of the Drops mobile application and identifies the ability to apply it among three different age groups of users with different levels of English, as well as make predictions about the further progress of users in learning the language if the Drops mobile application is used regularly. The experiment analyzes the conditions, which determined: download the Drops application; to study a specific block of vocabulary of the British English language "City & Shops" within one week, the recipients of the experiment were "users" of different age and level of language proficiency. The main problems faced by language learners are highlighted, which confirms the benefits and highlights more of the program's disadvantages that the creators of the Drops mobile application should work on. It was noted that the success in learning a foreign language by using the Drops mobile application was improved, and the effectiveness of using modern technologies in the process of acquiring new knowledge of English was demonstrated. The widespread introduction of mobile applications in English language education programs is recommended.

Keywords: educational program; knowledge level; learning foreign languages; mobile application Drops; modern technology, digital technology

Introduction. Today there is a tendency in education, especially in economically advances and developing countries, to turn the process of studying into more pleasurable one for people of different age and knowledge level. The rapid development of modern technology has recently become a way to diversify classic educational programs in order to meet new requirements of learners in the 21st century. It is clear that traditional methods and forms of education are slowly wasting away (Abrioux, 2013, pp.20-37; Alyaz, 2016). The major role in contemporary Pedagogy is given to active and interactive methods of studying, because of the new digital generation's obvious need for being attached to digital content of

the whole world almost since its childhood. In this context digital mobile applications get top positions within studying, particularly when it is all about foreign languages (Nalyvaiko, 2019, pp. 53–54). This recent methodology of their use is called mobile learning (m-learning). The key features of m-learning, such as personalized learning, independence in time and place, collaboration with peers and teachers in both formal and informal settings, ubiquity of mobile devices, make m-learning efficient (Gangaiamaran, 2017; Klimova, 2019, p. 90).

Unfortunately, Ukrainian educational system is based mostly on the old approaches and does not imply the usage of new means of obtaining and processing information, so the urgent issue is how to insert alternative ways of learning into the traditional system of education. That is why it is relevant to investigate modern computer and mobile programs and applications not only inside of the general educational scheme, but also during language learning that's why, we turned our attention to the mobile application Drops (Nalyvaiko, 2019).

Analysis of recent research and publications. The era of computer programs and apps, created for language learning, began in 1980s, when G. Davies and D. Steel published their work about the principle of computer-assisted language learning (Davies, 1982, pp.30–31). In the USA this principle got the name “Computer Assisted Language Learning” (CALL), however later it was changed into “Technology Enhanced Language Learning” (TELL) by G. Davies and J. Higgins (Davies, 1982, pp. 3–11).

Nowadays there is a great number of scientists, who make researches in the educational sphere and pay their attention to the influence of mobile applications on the process of language learning, development of four main skills – writing, reading, listening and speaking, and knowledge level increase. For example, Ramya Gangaiamaran and Madhumathi Pasupathi created an article “Review on Use of Mobile Apps for Language Learning” in 2017. This paper is focused on the classification of mobile apps based on primary, secondary and tertiary learners and is based on the classification of apps to help users to navigate the jungle of apps and decide which one to use. The main objectives of the work are:

- aid to the learners in overcoming the difficulties while choosing the suitable English Learning apps;
- apps classification based on the learners' level;
- identification of the effectiveness of teaching LSRW skills through mobile technology. (Gangaiamaran, 2017).

Another instance is a review by Blanka Klímová and Pavel Prazak. “Evaluation of the Effectiveness of the Use of a Mobile Application on Students' Study Achievements” is an article, published in 2018, that outlines the reasons of such a high popularity of application mobile programs into the studying process, evaluates their effectiveness on students' achievements language learning in the Course of English taught at the Faculty of Informatics and Management in Hradec Kralove, Czech Republic. The results of this study confirmed that although learning via smartphone app was effective, it had to be additionally adapted to students' needs in order to make them motivated to use the app. Therefore, the whole pedagogical process had to be well-planned and to introduce appropriate teaching and learning methods, which could contribute to the positive learning outcome (Klimova, 2018). A year later Blanka Klímová and Jaroslav Kacetl worked on the paper “Use of Smartphone Applications in English Language Learning – A Challenge for Foreign Language Education”, which purpose was to explore original, peer-reviewed English studies from 2015 to April 2019 and to determine whether mobile applications used in the learning of English as a foreign language are beneficial and/or effective. The methods were based on a literature review of available sources found on the research topic in two acknowledged databases: Web of Science and Scopus. Altogether, 16 original journal studies on the research topic were detected. The authors examined papers by Klimova, Gamlo, Naderi and Akrami, Aghajani,

Zhang and several other linguist colleagues to consider various mobile applications, their characteristics and their impact on language learning, summed up and analyzed the information in order to identify the most efficacious apps. All in all, the results of the article reveal that mobile learning is becoming a salient feature of education as it is a great opportunity for foreign language learning (Kaceti, 2019).

There is also one more example of an article "Why and how do distance learners use mobile devices for language learning?", written by Valérie Demouy, Ann Jones, Qian Kan, Agnes Kukulska-Hulme and Annie Eardley. This paper is focused on the reasons of learning new languages and how modern gadgets can contribute to successful studying, especially for students who do it at distance. The results are the following: mostly the students appeared to be self-motivated enough and in order to improve their language skills they use devices with an access to a mobile-friendly view of their course website and increasingly to content available off-line in mobile-friendly formats (e.g. eBooks), or apps developed in-house which allow them to stream or download audio-visual resources for use on mobile devices. In most cases, the first time students used their mobile device for language learning was to listen to the target language (listening to audio clips, audio programmes or watching videos). As one of the interviewed participants said: "I don't understand how people who do not hear the language regularly are able to repeat it or I don't know how they absorb it". Beginners and intermediate students derived grammar and vocabulary practice (Demouy, 2017).

Besides, I. Andersen published a work called "Mobile Apps for Learning English" in 2013, in which he reviewed and outlined 7 Complete English Course Apps. In this study he defined the main characteristics of chosen mobile applications, described their similarities and differences (Andersen, 2013).

In spite of the existence of less amount of investigations, dedicated to the use of modern technology, especially mobile apps, while gaining knowledge in foreign languages, it is reasonable to focus on several editions by Ukrainian linguists, such as Medvedovskaya D., Turchina T., Dribnokhod N., Sotnykova S., Bruhal Ya., Bilyk O.

The article "The Usage of Mobile Applications during Learning of Foreign Languages" by D. Medvedovskaya and T. Turchina is published in 2017. It claims that the application of information technologies is necessary for mastering grammatical and lexical categories of the learned language. Innovative technologies give both the teacher and the students not only the opportunity to have access to the unlimited sourced of information, but to find new ways of interaction, to see the language course relevance and possibilities of its practical use. This article is devoted to the actual questions of learning through mobile applications and their practical apps in the classroom (Medvedovskaya, 2017).

It is also important to focus on the article "Opportunities to use mobile applications by teaching German language" by N. V. Dribnokhod and S. I. Sotnykova. There they consider the opportunities to use mobile applications by teaching German language, their short characteristics and classification are given as well as the opportunities to insert mobile applications as a consisting part of German lesson in general educational institutions are explored. It is found out that the usage of such apps at lessons will help students to get new educational material in different forms like pictures, drawings, audio- and video files and even in a game form, work it out and revise at any possible time. Using these applications, the learners can compare their results and compete with each other and, as a result, these skills help them to succeed in improving language competency (Dribnokhod, 2017).

There is one more paper, which involves actual items of using mobile learning as a way of optimizing the process of language training. Written by Ya. B. Bruhal and O. O. Bilyk and called "The Essential Features of Technology of Mobile Training Foreign Language as Pedagogical Innovation", it describes the concept of "mobile-learning", its methodological characteristics and guiding principles for building a learning process, based on the use of

mobile devices. It deals with the main psychological and pedagogical conditions of the use of gadgets in educational activities, defines a range of methodological problems that can be addressed by modern mobile devices in the field of education. The methodical potential of mobile technologies is considered and it is noted that mobile technologies, in case of their correct application, can be a didactic means, which helps, in comparison with traditional means, learn foreign professionally-oriented communication faster and more qualitatively (Bruhal, 2017).

“The Usage of Mobile Devices at English Lessons as a Mean of the Students’ Educational Autonomy Formation” is a work, written by Anastasiya Moreva and Olga Kazakova in 2018, that describes the process of studying autonomy creation during the learning of English language and shows its investigation. The goals of the scientific paper were to explain and devise the complex of the exercises for the students’ independence formation at English classes with the help of mobile devices as well as to prove its efficiency. The results of this research are led to the introduction of the gadgets to educational process. Moreover, the authors of the article worked out the classification, which consists of 6 categories of mobile applications to be used by teachers to help students to achieve various educational aims in foreign language learning (Moreva, 2018).

Unresolved aspects of the problem. To sum up, it gets clear that the more changes appear in the world, especially in the development of new technology, the more the sphere of education evolves itself: a greater number of investigations are made, a larger quantity of experiments are performed and more data is analyzed to be used further in order to make the educational process less complicated and general.

The purpose of our research is investigation of the application and the analysis of its functioning at all; outlining the strengths and weaknesses of the app and foreseeing its possible usage by the representatives of different age groups as a contemporary way of studying foreign languages.

Methods. For the solution of the tasks and achievement of the research purpose, the following research methods will be used in the complex: *theoretical*: analysis of pedagogical and psychological works, the systematization of the views and achievements of scientists (to identify the state of development of the problem, to define the essence of the basic concepts of research, to develop methodological principles. *Experimental*: questionnaires, observations, analysis of the products of educational activities of participants in the educational process

Presenting main material. An analysis of scientific sources showed that mobile applications as a means of passive display of educational material do not have a fundamental novelty in the curriculum, however, their significance for the field of education consists in their interactivity, which provides opportunities for active learning of vocabulary and development students language skills.

Modern educational process cannot be imagined without the use of digital educational methods. One of them is a mobile application as an effective model of the educational process formation in the 21st century (Nalyvaiko, 2019, pp. 108–111; Nalyvaiko, 2019, 124–127). A major breakthrough in the introduction of Mobile Learning into the educational process was the MoLeNET project, which involved approximately 40,000 students and approximately 7,000 staff from British colleges and schools in 2007-2010. The results of this project were: general provisions, technical and pedagogical recommendations for the development and use of methodological materials (Attewell, 2008).

Another important result of the project that should be noted was the understanding of the importance of using digital games in the learning process. The MoLeNET project showed that “mobile technologies, particularly handheld games technologies such as the Sony PSP and Nintendo DS ranges, can provide the user with access to an array of games, some quite

complex, to be used wherever they are and at any time of the day or night". During the second phase of the project, it was found that, players are offered opportunities to develop skills and knowledge, as discussed above, in a flexible and engaging way that suits them. Feedback from teachers and learners involved in the second phase of MoLeNET suggests that the games on these devices tend to provide opportunities for short bursts of activity that can be returned to at another time so are more able to fit the structure and timetabling of general classroom practice.

Important recommendations for building an effective learning process were the understanding that there is a need make more resources to support staff in the embedding of mobile digital learning games into lesson plans and schemes of work in order to offer the potential to maximise their use for teaching and learning (Douch, 2010).

For a more complete understanding of the phenomenon of mobile learning, let us consider some definitions of this concept. In the MoLeNet project outcome documents, Mobile Learning is the use of convenient portable mobile devices and wireless technologies to facilitate, support, optimize and extend learning processes (The national archives, 2020).

A number of domestic researchers conclude that mobile learning is the next level of development of e-learning. Its uniqueness lies in the fact that educational applicants (both pupils and students) are no longer tied to a specific place and time, having access to the training material always, at any time convenient for them (Bykov, 2013; Gurevich, 2012).

Note that in accordance with the modern requirements of society and its needs for advanced knowledge, timely access of any person to sources of information and informatization of the educational process, prerequisites arise for the introduction of M-learning technology in the educational process of our country. Acquaintance with the results of theoretical achievements of scientists and educators made it possible to compare definitions of the concept of mobile learning and conclude that M-learning is based either on the technological features of mobile devices or on the didactic opportunities provided by these technologies (Nalyvaiko, 2017, 122-124).

Therefore, modern mobile learning involves the use of mobile technologies either alone or in combination with other information and communication technologies, enabling the user to carry out the training at any time and place. The functionality of mobile gadgets provides a multifaceted learning experience: people can use their portable devices to access educational resources, communicate with others, create and store content, and more.

Our analysis of mobile applications for learning a foreign language suggests that a significant number of them have been created today, namely: free (Duolingo, Memrise, HiNative) and partially free (BritishCouncil, Drops, Easy Ten, Effortless English, LingQ, Lingualeo, WordBit).

In our study, we want to focus on such a mobile application for learning foreign languages as Drops. Mobile application Drops is a modern way of foreign languages learning in a form of a game. It does not require much time or money. All, one needs for the use of the app, is to download Drops, which is partially free – this feature is one of the biggest advantages for an up-to-date user (<https://languagedrops.com/>) (Nalyvaiko, 2019). The creators of the application used “drops” not only in its name, but also brought the drop shape in the design of the app, for example: new words are represented in small colorful drops. This creative figuration may be interpreted in such a way: one word, associated with a drop, can definitely lead to a long river, a symbol of a complete statement in a foreign language in case the app is used regularly. The visual design of the application is based not only on the drop symbol, but also on the colourful gradient present even in the app icon – a white square with a gradient rainbow circle on the foreground and a small white drop in the middle.

How does it function? The registration process is very simple – the app requires no phone number, no access to files of the gadget, no users' other data. Furthermore, a

contemporary modernized design is specially created to maximize the efficiency of knowledge obtaining (Drops app: Learn a language during your five-minute break, 2020).

The first user's step after downloading the app is to open it and find an attractive picture, full of illustrations, which represent all the topics which can be learnt with the help of this application. The loading doesn't take much time, and in several minutes the user sees pictures of cheerful people, who invite him join them, providing 3 main reasons for it:

1. to study with the help of bright illustrations and visual games;
2. to spend only 5 minutes daily but develop firm skills;
3. to have an opportunity of enriching vocabulary of 37 languages, which is not common among other similar applications or programs while they are usually aimed at learning only one language.

After that the user presses the bottom "Continue" and chooses the language he wants to learn. It is remarkable, that various forms of English are also provided there, for example, American English and British English. Then the user should press the button which represents the necessary language and after that the main menu is opened. First of all, some information about the program functioning is offered to the user. It is necessary to press the button "Start" and the example of the exercise will be opened. This part includes not only automatic action of the program, but also user's action, which is aimed at trying to use the app first. Then the time limit and its reasons are emphasized. When an introductory part is over, the users can get familiar with the main menu, which is divided into categories: *topics*, *dojo*, *collection* and *profile*, located at the bottom of the screen.

When the user presses the button "*Topics*", he gets an opportunity to choose the topics he wants to learn. They include 14 blocks: Food & Drinks, Travel Talk, Foundation (for example, numbers, colors, shapes etc.), Nature & Animals, People & Health, Travel & Vehicles, Home & Garden, City & Shops, Business & Tech, Fashion & Clothing, Fun & Recreation, Science & Wisdom, Sports & Fitness, Society & Politics – the variety is wide enough.

It is remarkable, that each block consists of extra groups, designed like a chain. When the user starts learning words, only first groups of each block are available to him or her. As the user moves further with learning all the words in the first group, he or she gets access to the next one. At the very beginning the user chooses the first extra group in one topic and does exercises by the time is over. The exercises are of different types, but the main accent is on the visual memory. One of the tasks is to memorize a new word and a picture, associated with it. If the offered word is already known, the user can press the button with a crossed eye, which means that he or she doesn't want to dwell on it. Another exercise involves connecting the picture with the word that it means among four, or vice versa. It is also can be offered to the user to make a word shown in the picture from syllables. While mastering the word of one topic, the user can press the pointer in the left lower part of the screen in order to see his progress, which includes the number of words to have been already mastered and the figure expressed as a percentage.

Another distinctive feature of Drops is timer in the right upper corner of the display, which shows that time is limited for free use of the application (the maximum amount of time that is offered is 5 minutes). The upper corner of the display also contains the flower sign in its left corner that indicates the number of learnt words. These elements are placed in such a way not to distract the learner from the studying process but, at the same time, to display the necessary data. At first glance it might seem that it is not enough time to complete the task, but the creators induced timer, so the user concentrates on the words learning more effectively and does not get distracted by the environment during five available minutes. He or she can cope with as many tasks as possible and spend this time in a more efficient way knowing that there is a time limitation. Although the user is able to go back to the app only in 10 hours, the

received information will be better absorbed to work with other words further. In the other case, users can buy the premium version of Drops. If the user leaves the program without using all the limited time, the rest of time remains.

One more necessary fact is when a person finishes learning words from one group, he or she gets access to another one. It is also possible to learn or revise words from several blocks simultaneously.

“*Dojo*” is another category for revision and study of the most complicated words. But the app is organized in such a way, that this category demands at least 43 words to have been mastered by the user in order to get active. When the user has these 43 words in his vocabulary, he or she can press a button “Practice now” and start revising the words.

Pressing the category “*Collection*” located in the middle of the bottom of the screen, the user becomes an opportunity to see the list of all the words which he or she has already learnt, which can belong to different topics. Each of the words is represented with the help of the picture and provides pronunciation by native speakers on condition of pressing this word by the user.

Opening the category “*Profile*” the user can change the language he or she learns and choose an appropriate level of knowledge. In the center of the screen a person sees the table, which demonstrates his or her weekly activity, which is considered to be a great motivation for further language learning. Other settings, such as notifications, vibration, sound or pronunciation, are also provided in the category.

Below there are some functions, which do the usage of the program better. Among them are the following:

- possibility to choose the session length, but this option is available only for Premium subscribers. If the person wants to learn words with unlimited time and no advertisements, he or she can buy Premium version by means of pressing the button “Continue”;
- possibility to set the time of the notification to be sent by the application for the purpose to build a habit. The only thing the user should do is to choose an appropriate time and press “Game on”;
- possibility to hear the pronunciations, sounds, vibration and show the right variant in the native language.

There is one extra bonus from the program designers that claims that the time of the program usage can be increased till 20 minutes on condition that the user invites his or her friends to the application. By watching the advertisements without skipping them the learner gets one extra minute to the regular five. There are also provided such functions as “Help”, “Terms and Privacy policy”.

Strengths. Mobile application Drops has many benefits and advantages over other similar apps. To begin with, it attracts 3 types of memory at once:

- 1) visual memory – the learnt word is suggested to users in a picture, which symbolizes this word;
- 2) auditory memory – another privilege consists of a useful function that enables language learners to hear the word pronounced correctly by native speakers;
- 3) mechanical memory – there is a great number of exercises in Drops, which force mechanical memory to work, including the possibility to type the right word or make a word out of its several given parts yourself or to connect the word with the picture that refers to it. The studying process is based on the principle of logical order: in other words, from the simplest items to the most difficult. For example, the word is given with a translation at first, then a user has to connect this word with its definition, another step is to choose this word from the translations given to the user and to find out whether the answer was correct. If the learner chooses the wrong variant, the application makes

corrections and provides a person with a proper one, also offering to listen the pronunciation of the word to make memorization more effective.

Moreover, the app can be used at any time or in any place. In such a way a user can easily enlarge his or her vocabulary without any need to refer to a dictionary, textbook or to the Internet.

Drops is regarded to be a great variant of a helping application for people almost at any age, who aim at learning a foreign language (or several) or to increase their knowledge, in case they are able to use a gadget or even a PC while the program is also available for computers in browser add-on format.

In confirmation of this opinion, the experiment was conducted: 30 respondents of different age (10 children (pupils) aged 10-11 years, 10 representatives of youth (students) 18-20 years, 10 adults aged 25-30 years) who possessed different levels of English knowledge was offered to use the mobile application daily, doing tasks in British English language, concerning the topic of “the city and shops” during a week. The participants of the experiment were responsible for learning and digestion of new words, and at the end of the experiment they provided information about their results and shared their impressions of using the application.

After calculating the average results for each age group, it was found out that

- 1) respondents aged 10-11 years (1) learned and mastered 75 words (25%),
- 2) respondents aged 18-20 years (2) learned 81 words (27%),
- 3) respondents aged 25-30 (3) years learned 35 words (11.6%).

For example (Fig.1):

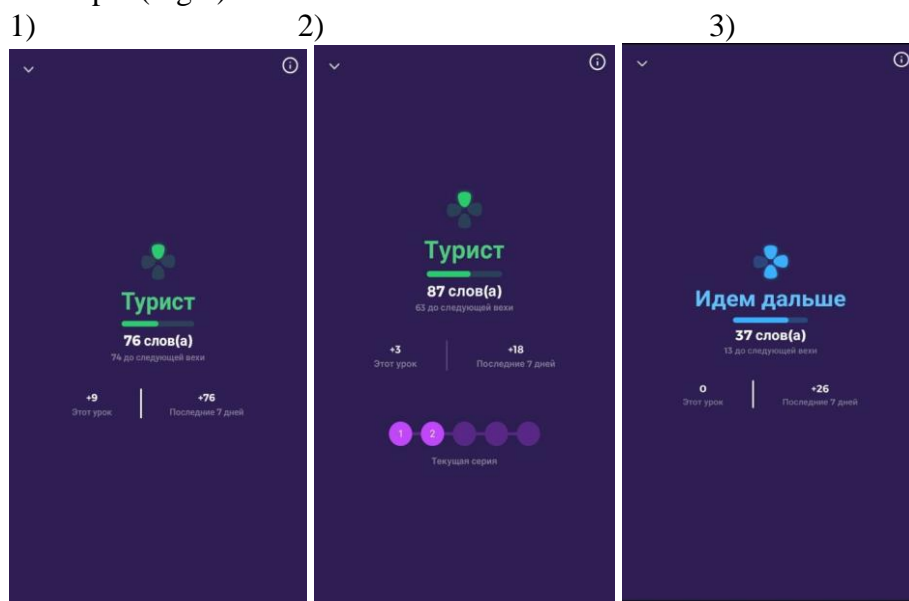


Fig.1. Respondents groups correlation and their results

According to the above mentioned data it is clear that the group of "students" appeared to be the most capable. "Pupils" got the second place. The lowest index was found in the "adult" group because of the human body ability to learn new languages more slowly at a mature age (Languagevillage, 2020).

Despite the fact that respondents aged 18-20 showed the best results, children aged 10-11 years learned on average only 6 words less than "students". It means that if the government introduces a lesson with the use of the mobile application Drops in education institutions I-III degrees like a separate, additional to the officially approved form of education, in the future children will be able to demonstrate better knowledge of foreign languages, in particular English, comparing with young or adult.

Then we focused on 2 different schools and conducted the second stage of the experiment with the help of fifth-grade-students to have represented a comprehensive school of I-III degrees and an English-specialized comprehensive school of I-III degree, whose pupils had different levels of knowledge (30 children from each school). The purpose of our research was to compare their skills and success in language studying after using the application Drops. To find out what English level the students had, we suggested them doing a test on the topic of "food and drinks" (Lenglish, 2020):

Provided screenshots show a list of questions that were answered by the respondents during the experiment (Fig.2).

1. What are you cooking? It good.

- feels
- flavours
- smells
- sniffs

2. The dish had a very interesting taste as it was with lemon.

- flavoured
- pickled
- seasoned
- spiced

3. Can you tell the between Coca-Cola and Pepsi-Cola?

- alteration
- change
- difference
- variety

4. The apple was so that he put some sugar on it.

- bad
- juicy
- ripe
- sour

5. Snake meat tastes to chicken.

- alike
- equal
- like
- similar

6. The local wine is rather rough, but you'll soon a taste for it.

- accept
- adopt
- develop
- receive

7. It tasted so of mint that the other flavours were lost.

- forcefully
- fully
- hardly
- strongly

8. The apples had become so that we had to throw them away.

- overripe
- poisonous
- rotten
- green

9. That milk smells

- acid
- bitter
- sharp
- sour

10. The sauce would be more if you had put more garlic in it.

- taste
- tasteful
- tasteless
- tasty

11. I'm afraid that the herring we had for supper has given me

- indigestion
- indisposition
- infection
- sickness

12. The delicious spread of sweets made the child's mouth

- cold
- dry
- water
- wet

13. Please put some more water in my coffee, because it is too

- black
- dense
- strong
- thick

14. I loved the icecream, but the cake was a bit too sweet for my

- appetite
- desire
- flavour
- liking

15. If there is one thing I don't like, it is tea.

- delicate
- light
- pale
- weak

Fig.2. A list of questions that were answered by the respondents during the experiment

The results of the test were the following:

1) the representatives of the comprehensive school coped with 1/3 of the test (approximately 33%);

2) the representatives of the English-specialized school succeeded in 2/3s of the test (approximately 66 %)

Thus, having tested their level of knowledge in the topic "food and drink", we met the conclusion that they could use Drops in order to improve their language skill, especially in the topic stated before.

As during the first part of the experiment, the students had to learn the vocabulary of the proposed topic during a week. Every day they were doing exercises to broaden the outlook, increase vocabulary and master their English skills (Fig.3).

Finally, we found out that in general: pupils of the comprehensive school learnt 65 words in general (21%), pupils of the English-specialized school mastered 93 words (31%).

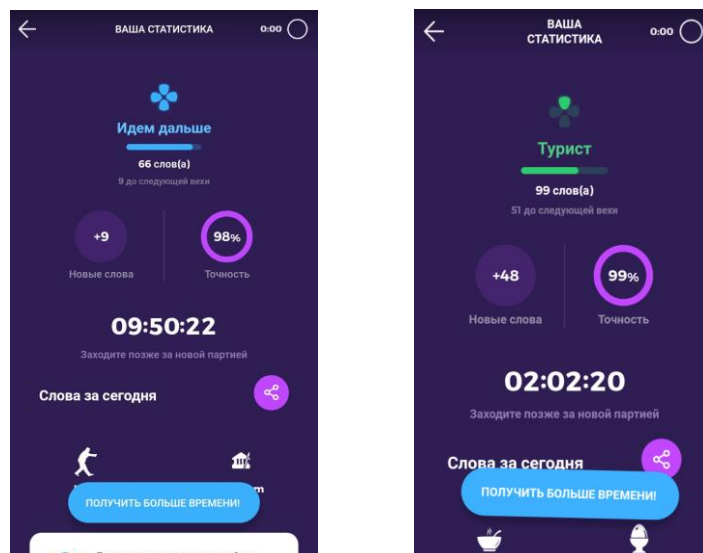


Fig. 3. Session results in mobile application Drops

To check the students' results and to make sure they knew the words well we conducted the final test.

All in all, the last test to fix all the learnt words showed that not only students, who study in a specialized institution, but also children from a comprehensive school could deal with the task pretty well (not less than 80%). Moreover, the investigation displayed that the usage of Drops during the process of studying has positive influence on the development of pupils' language skills.

Therefore, we think that it is appropriate to use the Drops mobile application in secondary education as an alternative to the formal program to enhance knowledge due to the variety of non-standard tasks.

A wide range of languages, bright variety of topics, two levels of difficulty (primary and secondary) and ease to use can please even the pickiest user of the mobile application.

Another benefit of the app is that today more and more people are eager to learn a foreign language, which usually requires a lot of imagination to think up the right association and in such a way better memorize information. However, not everyone has a rich imagination, so this application will be a real find for people with poor fantasy, because it offers the user a ready-made image that is "stuck" in memory for a long time and due to which it is much easier to remember the desired word.

At the end of each session, there are statistics to show how many words were learned and which of them were correctly used in tasks. Thanks to it the user knows his score and his own record.

The educational process in the app Drops is transformed into a game that does not burden the user, and vice versa - does not let him "break away" due to interesting non-standard tasks and gradual learning.

Automatic word pronunciation is also a great advantage, which saves the user from finding and clicking the speaker button. The process is automated and systematic. Moreover, the pronunciation of words is made by the person, not the synthesizer of the language, which makes the process of perception more comfortable (Fig.4).

FOOD. Put each of the following words into its correct place in the passage below.

animals die healthy mouth play
 bowl energy knives people spoons
 chopsticks Europeans left plants
 daily grow man plates

Food

Food is one of our most important [] needs. It gives us [] to work and [] . It makes us grow, and keeps our bodies strong and [] . Without food, we [] . All living things — plants, [] and man — need food to live and [] . But only [] make their own food. They also provide food for animals and [] . Customs influence the ways [] eat. Most Americans and [] eat from individual [] , using [] , forks, and [] . Arabs use only their [] hands to spoon foods from a central [] . Chinese and Japanese use [] to pick up food from a small bowl held close to the [] .

Fig.4. An example of completing a task in a mobile application Drops

Drops is arranged in such a way that as soon as the time of the lesson comes, the user receives notification informing that the application has prepared something new for the user. This is intriguing, so it's hard to resist and not to use the application.

You can download the app in both Google Play and the App Store.

Weakness. One of the major drawbacks is existence of a paid version of the app that encourages the user to buy it, but the high price doesn't always make it possible.

Some users find limited time as a big disadvantage. Moreover, there is another inconvenience, which claims, that the app can be reused only after 10 hours in free version.

Not all the illustrations can be understood by users due to the individual imagination and general knowledge of each person. For example, the designation of countries is represented as a border of the state and the flag, which is not a good tip for a person who does not specialize in geography.

The display of a minimum of grammatical categories of words can also be frustrating, for example: during learning German words the article is shown, but there is no plural designation, so it can be concluded that this app is designed only for vocabulary increasing.

Conclusion and Plans for Further Research. So, we have analyzed the functioning of the Drops application and explored its use. The analysis revealed a number of both advantages and disadvantages which, on the one hand, attract people to use the application, but on the other hand, create minor obstacles in way of comprehensive acquisition of new knowledge. However, the existence of these shortcomings only proves that the application has room for improvement to continue meeting the needs of polyglot-beginners and true professionals of the language.

To sum up, the application Drops is a modern foreign language learning way for all subjects in formal and informal education. It can be used by: anyone who only starts learning foreign languages; who has a medium level of language skills but wants to enlarge vocabulary; anyone who has a high level of foreign language or language skills and who wants to repeat material from time to time in order to train memory, attention and associative thinking and, at the same time, spend time effectively and with benefit.

In further scientific exploration, it is planned to systematize the most effective mobile applications for learning foreign languages in the context of the formation of linguistic and digital competences of educational recipients.

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ВИКОРИСТАННЯ МОБІЛЬНОГО ДОДАТКУ «ДРОПС» В ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНИХ МОВ

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Анотація. Стаття присвячена питанням модернізації освітнього процесу та окреслює один із найефективніших способів втілення в життя сучасних методів та прийомів вивчення мов, які мають вирішальне значення для успішної людини сьогодні. Визначено, що не зважаючи на те, що в Україні передбачена освітня програма для початкових, середніх та закладів вищої освіти, вона вважається досить застарілою і, на жаль, негативно впливає не лише на базу знань, але і на ставлення людей до навчального процесу. У роботі проаналізовано праці вітчизняних та закордонних науковців які вивчали процес запровадження цифрових технологій та мобільних додатків в освітній процес. Дослідження є підтвердженням попередніх наукових пошуків та направлене безпосередньо на питання вивчення іноземних мов, особливо англійської, за допомогою програм для персональних комп'ютерів (ПК), планшетів, смартфонів та інших гаджетів. Дослідження акцентує увагу на вивченні наявних переваг та недоліків мобільного додатку Drops та аналізі його впливу на рівень знань користувачів та перспективи подальших досліджень з урахуванням взаємодії між користувачами та мобільними додатками для успішного вивчення іноземних мов. У статті продемонстровано функціональні особливості мобільного додатку Drops та визначено можливість застосувати його серед трьох різних вікових груп користувачів, які володіють різними рівнями знання англійською мовою, а також зробити прогнози щодо подальшого прогресу користувачів у вивченні мови, якщо мобільний додаток Drops використовується регулярно. В роботі проаналізовано експеримент, умовами якого було визначено: завантажити додаток Drops; вивчити конкретний блок словникового запасу британської англійської мови "City & Shops" протягом одного тижня, реципієнтами експерименту були «користувачі» різного віку та рівня знання мови. Виокремлено основні проблеми з якими стикаються здобувачі знань, що вивчають мови, що підтверджує переваги та вирізняє більше недоліків програми, над якими слід попрацювати творцям мобільного додатку Drops. Констатовано, покращення успішності у вивченні іноземної мови при використанні мобільного додатку Drops та продемонстровано ефективність використання сучасних технологій в процесі отримання нових знань з англійської мови. Рекомендовано широке впровадження мобільних додатків до освітніх програм з вивчення англійської мови

Ключові слова: вивчення іноземних мов; мобільний додаток Drops; освітня програма; рівень знань; сучасні технології, цифрові технології