

just becomes possible in line with a new branch of linguistics-theolinguistics, which studies the manifestations of religion that are reflected in language.

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ISSUES OF INTRODUCTION OF MOBILE APPLICATIONS INTO THE PROCESS OF LEARNING FOREIGN LANGUAGES

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Today the development of information technologies is gradually enabling to transfer the process of teaching foreign languages to mobile platforms. Mobile apps are an integral and indispensable part of the life of the younger generation. Wireless networks and a wide range of smartphones provides for introduction of a large number of educational mobile applications and technologies into the educational process.

To determine the main issues of introducing educational mobile applications into the educational process, it is necessary to analyze the experience of other countries.

Material and methods. The methods are based on a literature review of available sources found on the research topic in the Internet, mainly in acknowledged research databases. The search period was conducted for studies published between 2010 and 2019. The following keywords were used in the search: mobile apps AND learning foreign languages, mobile learning AND learning foreign languages, effectiveness AND use of mobile applications AND foreign language learning. The keywords were combined and integrated in database and journal searches. The terms used were searched using ‘AND’ to combine the keywords listed and using ‘OR’ to remove search duplication where possible.

From the database/journal searches, 387 titles/abstracts were identified on the basis of the keywords. In addition, the authors performed a more specific search for only the peer-reviewed original journal articles, thus excluding conference articles and review articles. These studies were investigated considering the following criteria. The inclusion criteria were as follows: - the period of the publishing of the article was limited from 1 January 2010 up to 1 January 2021; - only reviewed full-text studies in scientific journals were included; - only experimental studies were included; - the primary outcome

focused on the association of the effectiveness of the use of mobile applications in the learning of foreign languages.

The exclusion criteria were as follows: - conference papers, review studies, and original papers not focusing on mobile applications for the learning of foreign language.

Findings and their discussion. In 2011 a research project was carried out in Ajloun, Jordan (Ajloun University College) to study the results of integration of mobile applications into the process of learning foreign languages in educational institutions. It was found that low Internet speed and insufficient display size of a mobile device significantly slow down the learning process. Students prefer to use computers in order to study languages because of the greater functionality, as well as the presence of widescreen monitors and keyboards.

The results of another study, conducted in 2015 at the University of Cadiz, Spain (Universidad de Cádiz) showed that the introduction of mobile applications with gamification elements simplifies the learning process, but the rapid drain on the battery of mobile devices and the multimedia limitations of smartphones that are not intended for educational purposes do not allow the absolute number of students to use all the features of mobile learning platforms for learning languages.

In Belarus the topic of introducing mobile applications into the educational process has not been studied properly. However, during the study of the application of mobile technologies in teaching foreign languages using the example of teaching German, conducted by E.N. Vasilchuk and N.V. Tolkacheva in 2018, it was revealed that for the implementation of mobile learning in educational institutions, it is necessary for teachers to carry out preparatory organizational, research and methodological work to develop and implement modern strategies, forms and methods of mobile learning [1].

The teachers' reluctance to integrate mobile applications into the pedagogical process can be explained by the lack of theoretical and practical knowledge about educational mobile applications, teachers' conservatism, and opposition of the administration. It should also be noted that in Belarus, there is a problem to provide facilities for disabled students who want to learn foreign languages using mobile devices in special educational institutions for students with disabilities.

To enjoy the benefits of mobile applications in the learning process, it is necessary to provide technical and methodological training for teachers in the process of implementation of teaching solutions that use mobile applications. A study carried out by UNESCO on the effectiveness of mobile learning has shown that pedagogical universities and colleges should include mobile learning materials in their curricula and facilitate the exchange of experiences in the effective integration of mobile technologies in educational institutions.

In order to improve the quality of mobile learning for people with disabilities, applications with built-in functions for scaling text, voice transcription, speech synthesis should be used. A vivid example of the successful introduction of special mobile technologies for children with

disabilities is the Ugandan Deaf Education Involvement Program run by Cambridge to Africa. During this program, students were interacting with teachers via mobile devices. It is worth mentioning that open source software for students with visual impairments can transform a mobile phone with a camera into a text reader [2].

Conclusion. Thus, the introduction of mobile learning applications into the educational process for the purpose of learning foreign languages is a rather problematic project that requires thorough analysis of conditions and approaches of a particular educational institution. The use of computer technologies (ICT), in contrast to mobile ones, allows not only to increase the effectiveness of teaching, but also to stimulate students to further independent learning of foreign languages. However, it should be noted that the integration of mobile technologies in educational institutions does not mean excluding traditional teaching methods, but contributes to the continuous acquisition of skills by means of visual and auditory memory training.

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INCLUSIVENESS AS A GAME-CHANGING STRATEGY OF SOCIETY

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In the 20th century the audiovisual principle of obtaining information became a priority. This happened because of the emergence of photography, the development of cinematography and radio, the invention of television and the Internet, which gives free access to any information, as well as the inclusion of this approach in the structure of education. Meantime, the attitude towards disabled people, who were initially accepted as radiantly different from healthy people, drastically changed. Consideration of the sticking points faced by disabled people allowed us to raise questions about their integration into society. The development of technologies that would provide disabled people with information taking into account the state of their health began. Moreover, it can engage the disabled to be on an equal basis with healthy people.

The article considers the role and impact of inclusiveness in terms of government policy on society, its relation to audiovisual translation and the problems it faces.

Material and methods. Experience and examples of inclusive policy implemented in society served as basis for the research. Through extensive theoretical analysis, overview and synthesis of various scientific sources and articles on the topic, the key information has been singled out.