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«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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a more complete picture of the learning from all students, rather than from a handful of the most vocal or most self-confident. Then the teacher can use this information to inform about the development of the lesson, creating a more focused and reliable interaction between the teacher and the students.

Despite the fact that the benefits of technology participation in the classroom in real time are great, its risks are also significant. First, the technology is unstable and unpredictable, as any librarian of instructions can already confirm. Access to the Internet comes and goes, and sites go for maintenance without warning. When you use technology in the classroom, you are at your mercy, and this one fact alone can be enough to alienate people from using it. With so many unknowns already existing in the classroom, it may seem to someone like an act of insane mind to knowingly introduce one more. Another risk is that in real time means in real time. Students can use the ability to instantly see the answers of other students as an opportunity to use technology as a personal stage for stupidity. Aspiring to be a willful, purposeful teacher, I consider it important to explain the educational value associated with the activity, so I also put it to the point to explain the rationale for using this technology in class with students.

The task of class participation and participation will remain, so continuing to search for new ways to encourage participation of all students will be necessary. The use of the Padlet in training provided an unprotected space for collecting and processing collaborative work in the classroom. All students have the opportunity to contribute and learn from each other. All voices can be heard on the wall of graffiti, which is an idea that rushes into the center of our profession.

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THE CONCEPT OF MOBILE LEARNING

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Introduction

No one could deny the fact that the whole world is going mobile. The widespread ownership of mobile phones and other portable and wireless devices has been dramatically changing our learning, communicating, and even life styles. Use of these mobile technologies turns out to be well

aligned with educational goals such as extending learning opportunities, improving student achievement, supporting differentiation of learning needs, goals and learning styles, and deliver authentic learning materials to students who would otherwise have no access to them (Kukulska-Hulme, 2009). Although it seems to be ubiquitous, there is yet no agreed definition of 'mobile learning' or 'm-learning' (Kim & Kwon, 2012; Kukulska-Hulme, 2009). It is not a stable concept because the field of mobile learning is undergoing rapid evolution, with increasing availability of new and more sophisticated handheld devices on the market. Another reason is that the current interpretations of 'mobile' are not explicit enough (Hockly, 2012; Kukulska-Hulme, 2009). Nevertheless, many researchers have highlighted the 'mobility' of mobile learning (El-Hussein & Cronje, 2010; Hockly, 2012; Kim & Kwon, 2012; Kukulska-Hulme, 2009; Kukulska-Hulme & Shield, 2008; Sharples, Arnedillo-Sánchez, Milrad, & Vavoula, 2009). With regard to technologies, 'mobile' generally means personal and portable (Naismith, Sharples, Vavoula, & Lonsdale, 2004). Naismith *et al* (2004) define mobile learning as learning with wireless devices such as smartphone, personal digital assistant (PDA), iPod, palmtop, laptop, *etc*. Although we could argue that mobile learning involves the use of any portable learning materials, for example, books, portable radios and DVD players, mobile learning has usually been anchored on the use of mobile technology (Kukulska-Hulme & Shield, 2008; Sharples *et al*., 2009). The type of mobile devices plays an important role in teaching and learning.

II. Mobility of learning

More recent thinking of mobile learning has emphasized the wider context of learning as part of a mobile lifestyle rather than only focusing on technology aspect.

Kukulska-Hulme and Shield (2008) have referred mobile learning to either formal or informal learning mediated via handheld devices and potentially available anytime anywhere. As Sharples *et al* (2009) suggest mobile learning consists of a combined experience as they learn by means of mobile devices: mobility in physical space, mobility of technology, mobility in conceptual space, mobility in social space, and learning dispersed over time. By mobility in physical space, they mean the spatial movement of learners. People can learn anywhere without limitations on location.

Regarding mobility of technology, Sharples *et al* not only indicate that the tools and resources are portable but also mention the transfer attention across devices. This is supported by Kukulska-Hulme's (2009) observation that learners tends to move between using laptop computers, mobile phone, and even touch-screen displays in public places. Kukulska-Hulme even confidently predicts that there would be no need to take a mobile device when technology becomes an integral part of our surroundings. With respect to mobility of conceptual space, Sharples *et al* (2009) explain that learning themes and topics can shift depending on learner's personal interest or commitment. In addition, learning may occur in various social spaces like in the office or classroom context. Finally, according to Sharples *et al*, mobile learning dispersed over time in either formal or informal learning contexts.

El-Hussein and Cronje (2010) have proposed a compendious tripartite division of mobility based on the current literature: mobility of technology, mobility of learners, and mobility of learning. The mobile technology referred to by El-Hussein and Cronje is mainly advanced mobile devices, including smartphones, hand-held computers such as PDAs. Equipped with Wireless Application Protocol (WAP) and Wi-Fi capacities, these devices can deliver learning instruction and materials through the Internet. Therefore, learners can access to learning content at anytime, anywhere.

Most popular functions in mobile phones also enable users to perform a variety of social interactions like communication (phone, short messaging service, email), organization (calendar dairy, memo, address), and relaxation (camera, movies, music, games), *etc*. (Trinder, 2005).

Furthermore, mobile learning increases the mobility of learners. With portable and personal mobile devices, learners could be engaged in more flexible, accessible and personalised learning practices without constraint on places. Mobile learning devices are capable to greatly improve learners' sense of individuality and community in addition to their motivation to learn through actively participating in various social, collaborative and cooperative activities. Learners could

enjoy the ownership of their learning and a certain amount of freedom and independence (El-Hussein & Cronje, 2010; Uden, 2007).

III. Conclusion

Finally, mobile learning enhances the mobility and dynamism of the learning processes and the flow of information. New educational modes such as personalised, learner-centred, situated, collaborative, ubiquitous, and lifelong learning can be achieved through mobile learning (El-Hussein & Cronje, 2010; Sharples, Taylor, & Vavoula, 2010). The main attributes of mobile learning are identified as personalised, situated, authentic, spontaneous and informal learning (Kukulska-Hulme, 2009).

Figure 1 shows the convergence of the concept of mobile learning based on the current literature reviewed in this section. The figure is originally devised in this study.

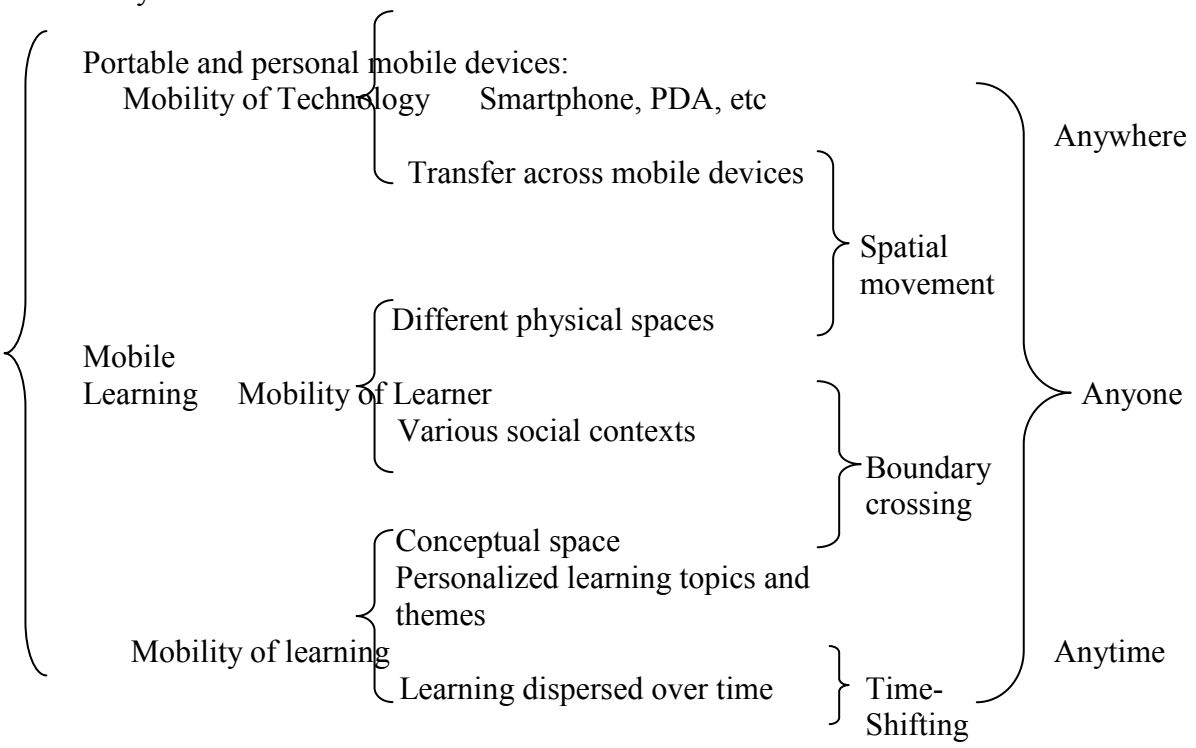

Figure 1. The convergence of the concept of mobile learning

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FORMATION OF COMMUNICATION IN SENIOR SCHOOL STUDENTS AND THEIR PSYCHOLOGICAL AND PEDAGOGICAL FEATURES

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Senior school age is called early youth, it corresponds to the age of students in grades 9-11 (15-17 years) of high school. Early youth is considered to be the "third world" that exists between a childhood and adulthood. At this time, a growing child is on the verge of a real adulthood. The dominant activity is the educational-professional one.

According to Erikson, the Central psychological process in the youth consciousness is the formation of personal identity, a sense of individual identity, continuity and unity [13, p.203]. Under personal identity, individual identity, the awareness of their belonging to the different social groups and communities, unity and continuity of life, goals, motives and life-meaningful units of personality are conceived to be made [6, p. 118].

In adolescence, the process of formation of personal self-determination, in other words, the implementation of choices takes place in various fields: profession, religion, politics, friendship, love, family, sex.

As noted by I.S. Kohn, the social situation of development is characterized primarily by the fact that the senior student is on the verge of entering into an independent life. He will have to take the path of labor and find his own place in life. Because of this kind of demands a senior student begins to change conditions in which his personality was formed: he must be prepared to work; to family life; to his civic duties [3, p. 69].

According To L.I.Bozhovich, professional identity is a matter of a center of psychological development of a senior student. The principal distinction of a senior student's position is that he is facing the future and all the present stands for him in the light of the main focus of his personality. The choice of further life path and self-determination become the emotional center of situation, around which all of activities and interests begin to rotate [4, p. 110].

The attitude towards school changes: it becomes more pragmatic. Despite their continued attachment to their school, high school students are even capable of changing school, if the other one has better conditions to prepare for their future professional activity. Search for a life partner and soul mates become urgent, the need for cooperation with people increases, social group relations get stronger, a feeling of intimacy with certain people boosts as well [3, p. 16].

Time of adolescence compared to teenage time is characterized by an increase of such levels as self-control and self-regulation. Nevertheless, during this period, the growing person is considered to have mood variability with transitions from unrestrained fun to despondency and a