Conclusion. In conclusion, it should be noted that it is necessary to further intensify work on teaching students writing, in particular, business writing, due to the following factors: firstly, learning written foreign language will compensate for the lack of business experience in writing in their native language; secondly, such training will enhance motivation to learn a foreign language and the effectiveness of learning process in general.

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MODERN MOBILE TECHNOLOGIES AS AN EFFECTIVE METHOD OF TEACHING ENGLISH

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Резюме − в данной статье *мы рассматриваем современные технологии обучения английскому языку, а именно мобильные современные технологии. В частности, были рассмотрены наиболее эффективные и популярные из них, а также выявлены причины их продуктивности.*

Введение. Modern educational standards set for teachers of English of higher educational institutions the task not only to form students' foreign language communicative competence, but also to develop their willingness and ability to constantly improve this competence independently. To achieve this goal, teachers are constantly searching and studying modern technologies of teaching English.

Основнаячасть. Before talking about modern technologies of teaching English, it is necessary to understand what «learning technology» is. This concept was included in pedagogy in the mid-50s. The twentieth century, which can be explained due to the emergence of a new technological approach to the organization of the educational process. Then this concept was associated with the use of technical means of education. Today, along with this concept, such concepts as «pedagogical technology» and «educational technology» are often used, while a clear distinction between these concepts has not yet been established. Great attention was paid to this concept in the studies, by such scholars as: V. P. Bespalko, M. V. Klarin, B. T. Likhachev, V. M. Monakhov, G. K. Selevko, S. A. Slastenin, and so on.

The scientific views of scientists do not always coincide, which indicates the diversity of the concept of «learning technology» («pedagogical technology»). Based on the foregoing, we consider several examples. V. I. Bogolyubov studied the term «pedagogical technology» (from «technology in education» to «pedagogical technology») [2, p.123–128]. At the same time, V. P. Bespalko interprets «pedagogical technology» as a system of means and methods for reproducing theoretically proven educational and training processes that make it possible to successfully achieve the set educational goals. He also understands «pedagogical technology» as a project of a pedagogical system used in the learning process [1, p. 78]. At the same time, B. T. Likhachev believes that pedagogical technology is a set of psychological and pedagogical goals that are able to define a special set of forms and methods, as well as methods and techniques of teaching, educational tools; in its understanding, it acts as an organizational and methodical tool of the learning process [3, p. 104].

Thus, based on the above mentioned, we conclude that the «technology of learning» («pedagogical technology») is a consistent logical system of teacher's actions, which is focused on achieving the goals set by the teacher and is implemented through the use of modern technologies of the pedagogical process that meet the requirements of modern world.

It is modern mobile technologies of teaching English that we consider in this article. It is hard to imagine a modern student without the latest gadgets, which today play the role of a smartphone, alarm clock, player, camera, etc. In the modern world of information technology, there are about 5 billion mobile phones [4]. Today almost everyone has mobile devices; they is a tool for accessing any necessary information. We would like to consider modern mobile gadgets as a means of a continuous process of learning English. Today, there is a large number of applications for learning English, designed for smartphones and iPhones, tablets and iPads, while some of them are really effective and useful. We believe that the study of English through mobile applications is a comparatively new method, which is not only easily accessible, but also interesting and fascinating.

In our classes, we often use electronic dictionaries with voice pronunciation, which reproduce the requested words by native speakers, and often provide two variants of pronunciation - American and British. The most popular and, in our opinion, effective are the mobile applications *Bravolol, reDict, Cambridge Advanced Learner's dictionary* ... Often when working with authentic materials and teaching materials, students are faced with the problem of translating special terms

or collocations, which equivalents we don't have in the Russian language; in these cases they can use the *Reverso* mobile application. This application not only provides the function of a traditional bilingual dictionary, but also, in response to a request, shows all possible options for contextual translation of the requested phrases that can be found on the Internet. Such applications perform the function of effective simulators, through which students can learn words, listen to the correct pronunciation of transcription, solve crosswords, etc. Based on the information provided by the Internet [5], we will give an example of the most popular in the opinion of users of mobile applications for learning English: *LinguaLeo; Polyglot; Duolingo; Easyten; Words; PuzzleEnglish; Memrise; Johnny Grammar's Word Challenge; FluentU; Hello Talk.* I would like to provide more information about the applications *Words, Easy Ten, Memrise and Johnny Grammar's Word Challenge*. The *Words* application contains more than 8,000 words. The peculiarity of the application is that the program adapts to a specific user and constantly suggests the words with which the user had problems earlier. An important advantage is the fact that this application works in offline mode. As for the *Easy Ten* application, in this application you will be able to enrich your vocabulary with 10 new words daily, while the application database contains more than 20,000 words. The learning process is organized simply enough to spend only 20 minutes a day learning new words, tracking your progress, which, actually, is a powerful motivation. The *Memrise* application offers an unusual gaming approach to learning English - you will go on an exciting journey through the English Universe, solving a variety of secrets and riddles. In addition, the last one to introduce is the mobile application *Johnny Grammar's Word Challenge*. It also offers a training program in a game form, namely in the form of an exciting 60-second quiz, which contains tasks for the meaning of words, grammar and spelling.

Заключение. It is obvious that today there are many applications that implement the ideas of learning English based on mobile applications. We consider the main advantage of these applications to be quick access to them, tasks in accordance with the level of proficiency in the language, expansion of the possibilities of communicative communication with native speakers of the object language. In addition, these applications provide opportunities to increase vocabulary through the original relatively new methods of learning foreign words.

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К ВОПРОСУ ОБ ИННОВАЦИОННОМ ПОДХОДЕ К ОБРАЗОВАНИЮ

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The basis for improving the quality of higher education is a system for increasing the cognitive activity of students. Special attention should be paid to active learning technologies for enhancing the individual's internal resources for cognitive activity.

Введение. Воспроизводство образованного, умного, гуманистически воспитанного общества – это основа любого государства и перспектива его развития [1, c.9]. В связи с этим формирование современного специалиста как всесторонне развитой личности является важной задачей высшего образования, и решить ее можно путем повышения качества образования за счет обеспечения развития познавательной активности студента, будущего специалиста. Познавательная активность студента в период обучения в университете проявляется в форме познавательной деятельности.

Активизация познавательной деятельности. Учение о познании берет свое начало с античных времен. Свой вклад в теорию познания внесли Аристотель, Сократ, Платон, Ф. Бэкон, Р. Декарт, Г.В.Ф. Гегель и т.д. В настоящее время получили большое признание научные работы таких исследователей познавательной деятельности как Леонтьев А.Н., Гальперин П.Я., Талызина Н.Ф., Лурия А.Р., Щукина Г.И., Эльконин Б.Д. и др. Их выводы стали основой для продолжения изучения познавательной деятельности в процессе обучения в наши дни [2]. Существует огромное количество определений термина «познавательная деятельность». Мы остановимся на одном, которое определяет ее как сознательную деятельность, направленную на познание окружающей действительности с помощью таких психических процессов, как восприятие, мышление, память, внимание, речь [9, с. 7] .

Чтобы активизировать познавательную деятельность студентов в процессе обучения иностранному языку, в первую очередь необходимо модернизировать взаимоотношения участников образовательного процесса: преподавателя и студента [7, с. 4].