

and in the development of new biomedical and biotechnological products (Chen, 2022; Chang, 2016).

REFERENCES

1. Fernandes, I., Pedro, A., Ribeiro, V., Bortolini, D. (2020). Bacterial cellulose: From production optimization to new applications. doi: 10.1016/j.ijbiomac.2020.07.255.
2. Portela, R., Leal, C. (2019). Bacterial cellulose: a versatile biopolymer for wound dressing applications. doi: 10.1111/1751-7915.13392.
3. Picheth, G.F. , Pirich, C.L. , Sierakowski, M.R. , Woehl, M.A. , Sakakibara, C.N. (2017). Bacterial cellulose in biomedical applications: a review. International Journal of Biological Macromolecules. doi: 10.1016/j.ijbiomac.2017.05.171.
4. Chang, W.-S. & Chen, H.-H. (2016). Physical properties of bacterial cellulose composites for wound dressings. Food Hydrocolloids. doi:10.1016/j.foodhyd.
5. Chen C., Ding W., Zhang H., Zhang L., Huang Y., Fan M., Yang J., Sun D. (2021). Bacterial cellulose-based biomaterials: From fabrication to application. doi: 10.1016/j.carbpol.2021.118995.
6. Pértile R.A.N., Moreira S., Costa R.M.G., Correia A., Guãrdao L., Gartner F., Vilanova M., Gama M. (2012). Bacterial Cellulose: Long-term biocompatibility studies. doi: 10.1163/092050611X581516.

Ksenia Lebedeva

Kyiv National University of Technologies and Design (Kyiv)

Scientific supervisor – Assoc. Prof., Maryna Vyshnevskya

MOBILE APPLICATIONS FOR LEARNING FOREIGN LANGUAGES: STUDENT EFFECTIVENESS AND MOTIVATION

The modern development of society requires the use of new innovative approaches to student education in higher educational institutions, allowing future professionals to be more competitive in the job market. According to Bystrova (2015), the concept of "innovative teaching methods and tools" is multi-component, as it integrates all new and effective ways of the educational process (acquisition, transmission, and production of knowledge) that contribute to the intensification and modernization of learning, develop a creative approach, and enhance the personal potential of higher education students. One of the innovative learning tools includes online platforms and mobile applications such as MyEnglishLab, LinguaLeo, SkyEng, FluentU, Easy Ten, Duolingo, and Busuu.

These mobile applications provide easy access to educational materials, allow learning at a convenient time and place, and support user motivation through gamification elements and adaptive teaching methods (Riedel & Kyrychenko, 2023).

However, the question arises: can mobile applications truly replace traditional teaching methods? The aim of my presentation is to analyze the effectiveness of mobile applications in the learning process and their impact on student motivation.

Mobile applications for learning foreign languages offer different approaches, each following its own methodology. Let's consider two of them:

Duolingo – one of the most well-known applications that uses gamification, meaning learning in a game-like format. Through short lessons, a system of rewards, and challenges, the app encourages regular study. It is suitable for beginners but has limited effectiveness in developing conversational skills. It should be used for learning basic language knowledge and simple phrases, but for more in-depth learning, I would not recommend it.

Babbel – focuses on grammar and the development of speaking skills. It offers a more structured approach, making it more suitable for those who want to expand their vocabulary and improve grammatical knowledge, provided they already have some basic understanding of the language.

As we have observed, mobile applications are effective not because they act as portable dictionaries. Of course, each follows its own methodology, but we can identify several key factors of effectiveness:

- scientific validity of methodologies – the best applications are based on proven linguistic methods that facilitate language acquisition (Riedel & Kyrychenko, 2023);
- adaptability to user knowledge level – it is important that the application adjusts to the student's level and offers appropriate tasks (Tsymbal & Skrypnyk, 2024);
- gamification – game elements, rewards, levels, and rankings motivate students to engage in continuous learning, especially children, enhancing their learning from an early age in an interactive format (Bystrova, 2015);
- regularity and interactivity – the more a user practices, the better the results (Zabolotna, 2023).

One of the key factors determining the success of mobile learning is motivation. Mobile applications can influence it both positively and negatively:

- Positive influence:
- Gamification promotes regular learning habits;
- Progress visualization helps users track their achievements and set new goals;
- Flexible learning schedule allows students to manage their time independently.
- Negative Influence:
- Lack of real-language environment, except in some applications;
- Monotonous exercises can reduce interest in learning;
- Limited opportunities for speaking practice.

Studies show that combining mobile applications with traditional learning methods yields the best results. This hybrid approach enables students to take advantage of both methods and create comfortable learning conditions for themselves (Riedel & Kyrychenko, 2023).

To maximize the effectiveness of mobile applications, they should be integrated with other learning methods, such as watching movies, reading books, engaging in live communication, and participating in traditional classroom learning.

Overall, the use of mobile learning tools has proven to be highly effective. It has increased students' interest in the subject, contributed to the formation of communicative competence among future professionals, and broadened students' understanding of modern technologies and their applications in the professional activities of translators. Moreover, it helps develop the ability to implement modern ICT solutions—not only as users of existing technologies but also as creators of new knowledge through innovative tools.

REFERENCES:

1. Bystrova, Y. V. (2015). Innovative teaching methods in higher education in Ukraine. Law and Innovative Society, (1) 4.
2. Riedel, T. M., & Kyrychenko, T. O. (2023). The impact of mobile learning on English language teaching. Pedagogical Sciences: Theory and Practice, 31-36.
3. Tsymbal, S., & Skrypnyk, N. (2024). Studying students' attitudes towards using mobile applications and online resources for learning foreign languages in higher education institutions. Humanities Studies: Pedagogy, Psychology, Philosophy, 6(1), 111-118.
4. Zabolotna, T. (2023). Integration of mobile applications into the educational environment in foreign language learning. Theoretical and Didactic Philology, 5-15