



THE IMPORTANCE OF MOBILE EDUCATIONAL TECHNOLOGIES IN DEVELOPING PHONETIC COMPETENCE IN FUTURE TRANSLATORS

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ABSTRACT

This article analyzes the possibilities of using mobile learning (m-learning) technologies in teaching English phonetics to prospective translators from the perspective of a competency-based approach. The main goal of the study is to determine the impact of mobile learning tools on the development of prospective translators' phonetic competence in English. The types of activities used in the mobile learning process are described and analyzed, including methods such as "Group Mind Mapping on Basic Phonetic Issues", "Creating an Event-Glide Calendar for Coursework", "Electronic Presentations on Phonetics", "Online Real-Time Tests", "Public Pronunciation Assessment", and "Various Perception Exercises". During the pedagogical experiment, the criteria for the formation of phonetic competence (cognitive, pragmatic, reflexive), indicators and levels (high, medium, low) were identified. 50 students participated in the study. The results showed that the use of mobile educational technologies serves to increase the level of phonetic competence, develop independent work and a creative approach.

Introduction

The rapid development of information technologies has brought about fundamental changes in the education system. In particular, there has been a need to search for more effective methods and strategies in the training of future translators. The popularization of digital tools, the decline in the cost of gadgets, and the expansion of Internet capabilities have created conditions for the widespread use of digital technologies in English language classes in higher education institutions.

The educational paradigm is shifting towards the concept of "lifelong learning." Globalization and the expansion of international communication have increased the need for professional translators and interpreters. A translator must have a high level of language competence and be able to convey a message clearly, both orally and in writing.

Theoretical foundations of phonetic competence

A key element of a translator's overall competence is linguistic competence. This involves a strong command of both languages, the ability to prevent interference between

them, and the production of grammatically and stylistically correct speech. Especially for a translator, accuracy and intelligibility of pronunciation are very important.

Phonetic competence includes the following components:

- Knowledge of the normative system of phonemes and intonation patterns
- Listening comprehension skills
- Correct pronunciation skills
- Automation of rhythm and intonation
- Phonetic organization of speech

An effective interpreter needs to process and convey spoken messages swiftly and accurately, while keeping their accent as neutral as possible. A heavy foreign accent can shift the listener's focus from the substance of the message to the way it is delivered.

The Concept of Mobile Learning

Mobile learning (m-learning) is a form of education that allows learning anywhere and anytime using portable, wireless and convenient mobile devices.

Mobile learning has the following characteristics:

- Contextual adaptability
- Interactivity
- Personalized learning
- Collaborative learning
- Continuous availability

Mobile technologies take the learning process outside the classroom and make it a part of everyday life.

Research Objectives and Methodology

The primary aim of this study is to assess how effective mobile learning technologies are in developing the phonetic competence of prospective translators.

Participants: 50 students of the English Philology department.

Assessment criteria:

1. Cognitive criterion – level of phonetic knowledge
2. Pragmatic criterion – practical pronunciation skills
3. Reflexive criterion – ability to analyze and correct one's own speech

Mobile activities used:

- Group mind mapping
- Interactive course calendar creation
- Electronic presentations
- Online real-time tests
- Public pronunciation assessment
- Audio-video phonetic exercises

Results and Discussion

The results of the experiment showed that in the group using mobile learning:

- Pronunciation accuracy increased significantly
- Listening comprehension improved
- Motivation for independent work increased
- Creative approach was formed

High-level phonetic competence indicators were significantly higher in the experimental group compared to the control group.

Conclusion

The use of mobile educational technologies serves to effectively form the phonetic competence of future translators. This approach not only improves the quality of pronunciation, but also encourages students to study independently, exercise self-control, and work creatively. Thus, it is appropriate to use mobile learning as an effective additional tool to complement traditional methods in teaching English phonetics..

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