MOBILE EDUCATION OPPORTUNITIES FOR NON-PHILOLOGY STUDENTS
IN LEARNING A FOREIGN LANGUAGE

Summary. The article deals with mobile means for learning English on the whole and innovative opportunities of the Internet and Apps in particular. The author analyzes the peculiarities of teaching and learning English and comes to the conclusion that the easiest way to develop different competences and improve communicative skills and to extend vocabulary of English is to use modern technologies like mobile and internet apps, chat in different Internet forums and sites for learning languages, learn English through Internet resources like watching developing video and audio materials online. Also the author notices that such approach is good for distant learning or self-education.

Keywords: m-learning, e-learning, mobile apps, distant education, digital platforms, self-education, self-education competence.

Introduction. The importance of studying the problem of organizing educational process through the resources of the Internet and technologies is determined by the objectives of modernization of education in the institution as well as self-education. The new vector of education development involves using different Internet resources and technologies that can help to easy and improve education process, can help in the context of fast learning updating, in communicating in different specific spheres. World standards of education in the 21st centuries have been changed a lot and set new requirements for teaching and learning foreign language.

The problem of technologies implementation into educational process and using apps was described in the works of the foreign and Ukrainian scientists R. Gryshkova, M. Hromiak, M. Kademia, N. Kijanova, S. Semerikov, S. Butyrina, practice of a distant education and mobile technology was discussed by A. Andreyev, Y. Vahramenko, V. Kuharenko, G. Kashina, S. Kravets, Y. Vasylenko. Mobile education on the world scientific area was researched by Mehdipour Y., Zerehkafi K., Hea-Suk K., Guo H., Kigen D., Evans T., Beits T. and others.

The earliest investigations included e-learning and m-learning terms, their categories, functions for educational process in general however few investigations were devoted to show mobile education opportunities for non philology students. The earliest investigations focused on the possibility of learning a foreign language remotely with a teacher or yourself for non-philology students, to show their self-education potential.
Distance education comprises all possible means what can be used or implemented remotely. Between a lot of resources what can be used for teaching and learning English and communication with the students inside and outside the class we can outline the next means:

- Mobile learning and using mobile applications, BYOD;
- Digital platforms;
- Skype education;
- Electronic systems like Moodle;
- Online corpora;
- Using e-mails;
- Education through the social networks;
- Web bases Internet resources and messengers;
- Electronic courses;
- Personal blogs.

Lets discuss some mobile education means, their use and opportunities for non-philological department students.

1. Mobile applications and BYOD.

About 95% of the students who took part at the survey in Black Sea National University admitted that they use mobile devices for educational purposes every day. And if teachers and students are gaining so much from their mobile devices, why ban them from classrooms? Now we can use the devices to make educational process more available for everyone such as a lot of students and teachers can’t afford to buy expensive paper materials.

In summary, mobile apps have encouraged exciting opportunities for personalized and learner-centred environments with flexible access to learning materials anytime and anywhere. The novel and enjoyable ways of learning would have a great potential to increase learning motivation and encourage lifelong learning habits [2, p. 21].

K. Hea-Huk admits that researchers found that mobile technologies support language learning in different areas such as vocabulary learning, pronunciation practice, listening skills, English reading with personalized intelligent, and several theme-based m-learning activities improving contextual language learning experiences [3].

The development of mobile technology helps us to access the internet and a huge variety of apps on the go. Easy Ten, Learning English with the New Your Times, English At Work will be useful for learning new words and phrases, Grammarly, Babels – for checking grammar and correction your own mistakes.

Use of m-learning technology means in the educational process shows that means of m-learning improves students’ skills in learning, growth level of knowledge, increases the competitiveness of graduates in the labor market and flexibility for students studying at a distance. Giving learners the advantage of communicating in real-time conversations with English speakers, probably the most exciting (and futuristic) technological advancement has come in the form of Skype and FaceTime. Tools such as video-conferencing also offer teachers the opportunity to link to other classes around the world, also gaining support from other teachers and students. There are many new apps on the market for speaking with other learners, such as CoffeeStrap and HelloTalk – meaning you can converse with native speakers right from your phone. Skype is a great way for students to practice their speaking and listening skills with...
other people from any location. Students can have question-and-answer sessions with authors of books, attend video-conferences and virtual field trips, interview professionals, and connect with students from other cultures and countries. Additionally using multimedia is recommended because it is effective method of repeating, systematization and generalization of student’s knowledge. The ability to communicate online with people outside the classroom via Skype gave great opportunities for distant education. Communication through the messengers, forums, sites could give much-needed motivation to students who otherwise might not have the opportunity to interact with anyone in English. The messengers like Viber, WhatsApp, Telegram can also help to build channels of communication beyond the classroom. The participants like using mobile apps for learning English because 60 these learning apps fitted their personal needs well. They could choose topics that suit their personal interests or needs from a variety of situated conversations that the apps provided [2, p. 60].

2. Communicating with people online. It is known that learning without communication outside the class is really important for developing student’s writing and speaking skills but nowadays students are very mobile so it is easier for them to communicate online on different websites, reading blogs or playing a new computer game.

3. Digital platforms. When we discuss innovation, we often immediately think of the internet and what we can now do online. Different communication sites have become a platform for learning. The most widespread digital platforms what we use now are Edmodo, Facebook, Cloud-based tools like Google Docs have also become indispensable.

4. Using online authentic materials. One of the biggest benefits of the internet for language learners is the sudden widespread availability of authentic resources. It opens the access to the daily news, watching trending videos on YouTube, TED, read online newspapers, etc. It can help to develop a pedagogically sound approach to language learning, showing how we can combine language learning with digital video to create effective lessons. Thus, the described method of learning English is used to facilitate educational process, communication, memorizing vocabulary and avoiding errors in their use. It is crucial for students of IT, future lawyers, psychologists, ecologists to be aware of peculiarities of professionally oriented lexical vocabulary of their sphere. So they can use such programmes and applications what will be able to give them such opportunity. Definitely useful for this purpose are such programmes as English at work, Learning English with the New York Times because they include audio and video materials, case methods what can happen at work, a list of the useful phrases for the topic and the exercises to practice grammar and writing skills.

5. Online corpora. The use of corpora – large text collections used for studying language structures, frequencies. Now it has become available online, and quite a few for free, teachers now have access to information about the way language is used in authentic texts and speech. Teachers no longer have to panic when students ask them about the difference between similar terms like ‘trouble’ and ‘misfortune’, ‘problem’ and ‘concern’.

Conclusion and ideas for the further investigation. To conclude we want to highlight the great value of the Internet means and mobile technologies we have approached here, such as mobile education what includes using mobile applications and communicating with native speakers remotely, lessons through the chats and Skype, using educational blogs, corpora, electronic courses and communication through the networks and messengers as well as in the process of playing a developing computer game. Mobile education can greatly improve students’ confidence in using English in different spheres and it is not exhausted for them. Also, using mobile education can decrease in training costs and extend our opportunities in learning and teaching. It was noticed that we have just partly implemented mobile learning such as there are some obstacles on the way of its full implementation. And the evaluation of using mobile apps for English learning from language learners’ perspective is still at the early stage. Having said this it is important to find a way to practice what you learn. Talking face to face with a native speaker through the chat or via Skype is a great method if you have the opportunity, but what is necessary is not to forget that the internet provides us with many more opportunities to communicate without leaving home.

The number of educational opportunities can be enlarged with the help of digital gadgets and the Internet. Thus, further research should be directed on finding new strategies of developing competence in writing, reading, listening and speaking for students of non-philological departments.

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