MOBILING AS A TECHIQUE AND WAY FOR TEACHING ENGLISH FOR SPECIFIC PURPOSE

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Abstract: it was analyzed the term "mobiling" from the different views. Defined the role of "learning mobiling" at the English subject as at a distant learning as in classroom.

Key words: mobiling, English language, digitalization, communication.

Nowadays new technologies run the world and it's difficult to imagine anyone offline or without a phone. People are in hurry to have rest, study even live. Every day teachers face the teaching challenges how to attract, impress and involve their students at the lessons. It wouldn't be so hard if not a "digitalization" which attacks a modern society.

The classes spending online can lead not only to critical thinking, interaction between different groups or teams but also personal learning and collaboration [1, 2]. It's worth to mention that English for specific purpose requires more teacher's efforts, creativity and new approaches to distinguish a positive final result. Teachers have to innovate the technologies and techniques to engage students in communicative and professional tasks \ activities implementing "mobiling" as the integrated part of the online or offline lessons. All mentioned above wasn't studied before and takes the relevance of this research.

The basic objectives of this research are: to examine the role of mobile in studying process at the lessons of English for specific purposes as one of the useful

technique to reach the aim; to define the kinds and ways of the "mobiling" realization at the English lessons for specific purposes.

The term "mobiling" can be used in different contexts and for different purposes. As for A.Kovaliova she treats it from psychological point and defines it as the personality's promotion without any social change. Social "mobiling" is the position change on the social scale. Group "mobiling" is when staff members change the statute and offer their requirements.

In this scientific research we specify the term "mobiling" from the learning point and distinguish it like the ability to shift the students' attention and interest during the lesson of English for specific purposes, their participation from one activity to another which are interconnected between themselves and basing on social networks and learning applications as in class as at a distance using mobile telephones.

Digital learning platforms for teaching English have been used via the participation, interaction, cooperation and communication. There is a wide variety of platforms for diversifying the English lesson for specific purpose which teachers can use and implement at the lessons.

They are Udemy, Moodle, Teachable, Ayotree etc. We'd like to focus your attention on one of it, it's a Moodle learning and teaching platform.

Nowadays, students can be "en route" with the English lessons easily as all mobiles are uploaded with a miscellaneous applications and learning platforms, wherever they are.

Teachers can use this platform as the independent unit for the online lesson as the integrated part of the lesson in an establishment.

Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments [4]. Moodle provides the most flexible tool-set to support both blended learning and 100% online courses.

Configure Moodle by enabling or disabling core features, and easily integrate everything needed for a course using its complete range of built-in features, including

external collaborative tools such as forums, wikis, chats and blogs. Moodle is web-based and so can be accessed from anywhere in the world. With a default mobile-compatible interface and cross-browser compatibility, content on the Moodle platform is easily accessible and consistent across different web browsers and devices.

The growing pedagogic interest in using the online learning platforms allows teachers and students to share information to a big amount of people simultaneously, in real time and at a long distance; another feature of Moodle usage is related to the sharing of data in various formats: texts, videos, pictures, links.

Communication and interaction on platform are a continuation of real-life communication and interaction, understood as mutual action and influence.

Teacher can organize the part of the lesson on Moodle platform via mobiles, where the students can do some evaluative assignments to check the previous material; to chat with the partner basing on the topic (solving navigational task, asking professional advice, commenting the situation, doing correspondence etc.) via mobile to practice writing skills; to simulate some professional communications between bridge to bridge, bridge to shore, bridge to ship involving the mobile as a real life technique.

Being at a distant learning mentioned platform can be implemented at the English lessons too. First of all, students have the possibility to monitor their schedule, program and provide communication not only with their comrades but also with a teacher.

It gives a chance not "to be lost" in the educational process. The mobiles give and provide the students with the "mobiling" how and where to study.

The role of the teacher is to realize the studying process at different stages and in different conditions including different innovative techniques, particularly, mobile.

Summarizing, "learning mobiling" is the beneficial way and technique for the integrating online and off line studying processes simultaneously, using the innovative technologies with applications to obtain the educational goal.

RESOURCES

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