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PROSPECTS FOR THE IMPLEMENTATION OF MOBILE LEARNING IN HIGHER EDUCATION

It is difficult to imagine a modern model of education without the use of the latest technologies, so it is natural that every day higher education institutions increase the share of IT in the educational process. Modern IT allows you to quickly navigate and disseminate information and data to support learning over the Internet. Today, teachers have the opportunity to apply new active learning technologies. In particular, it is a technology of mobile learning based on the intensive use of modern mobile tools [5, p. 2].

Mobile phones and tablets are increasingly used in the educational process around the world. Thanks to modern mobile communications, students have access to high-speed Internet from almost anywhere in the world. Such devices can help students improve their knowledge in various subjects, increase interest in learning, and give them more freedom of activity. They allow to unload the teacher and use interdisciplinary links.

The rapid development of information technology contributes to the increasing use of mobile devices in the educational process. Today, educational mobile applications can be an effective means of motivating young people to learn English. Programs using mobile devices in the educational process are implemented not only in many European countries, but also around the world where mobile applications are included in curricula in various disciplines. [4, p. 304].

Currently, there are many phone programs that can be successfully used both in class and for homework. A mobile phone is required to participate in interactive exercises on such well-known online learning platforms as Quizlet, Kahoot, Quizizz and many others.

For example, playing Quizlet.live requires the teacher to share links to the game and students join the game by using their mobile phones. This game can be played both in class and online during distance learning. During the game in the classroom you can choose between two game modes: individual and team. In team mode, all participants are automatically, randomly, divided into several teams. During the game, each member of one team sees questions and answer options on the screen, but only one member of the team has the correct answer. Therefore, to play in team mode, all members of one team must sit side by side to be able to compare their answer options and decide which answer is correct. As a result, participants not only learn new vocabulary, but also get the valuable experience of teamwork for decision-making using English. The team version of the game is more complicated to use in distance learning due to the need to ensure communication between the players of each team separately. [1, p. 2].

The use of mobile tools in the learning process helps to overcome the communication barrier, to form the research skills, and increases motivation to learn [2, p. 241].

However, despite the fact that the phone is the most accessible and widespread device among students, mobile learning – is rarely used by teachers. The ability to work independently at a convenient pace, instantly receive the necessary information are the main advantages of mobile learning [3, p. 5]. Also, among advantages of using M-Learning is the direct interaction of students with each other and with the teacher, instead of hiding behind large monitors. Also, the use of M-Learning does not require special technical support – almost all students have mobile phones. Unlike desktops, they are lighter and take up less space than textbooks, laptops and document folders. Mobile devices can be used anywhere and anytime, both in and out of class, as soon as there is a free moment, instead of playing games, students can do exercises, repeat words, and prepare for class;

Therefore, based on the experience of Western countries, we must pay due attention to the introduction and use of these innovative technologies in the

educational process.

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